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ABSTRACT

This directory presents profiles of 73 higher education associations located in the Washington, DC (and northern Virginia) area. Preliminary information includes an alphabetical list of the associations by full name and an alphabetical list by organizational acronym. Each profile includes the organization's address, telephone numbers, e-mail and Web site addresses, names of key personnel, and a narrative description of the organization usually noting founding date, purpose, and major programs. (DB)

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Washington Education Association Directory

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CASE

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

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The Council for Advancement and Support of Education (CASE) is an international education association whose membership includes nearly 18,000 professionals in the fields of alumni relations, communications, and philanthropy. CASE represents nearly 2,900 colleges, universities, and independent elementary and secondary schools. With members in 37 countries, CASE is the world's largest education association in terms of institutional membership.

Since 1985, CASE has compiled and published a biennial directory of major higher education associations located in the Washington, D.C. area. In addition to creating and distributing the Washington Education Association Directory, CASE sponsors several programs designed to inform the news media and the public about important education issues. These programs include the following:

Press/Presidents Dinners. Senior communications professionals at member institutions assist CASE in organizing meetings for education leaders and decision makers from the national media. These meetings encourage a dialogue between media and education leaders about education issues of concern to the public.

CASE Media Fellowships. CASE administers a media fellowship program that allows journalists to spend three to five days at CASE member institutions to study a variety of newsworthy topics. The program is aimed at broadening journalists' knowledge of subjects they cover.

Flash Points. CASE publishes Flash Points, a public issues management bulletin that is available free to members and journalists. Flash Points, which is distributed via e-mail about twice a month, summarizes how education is faring in the news. It summarizes major news stories, reports, and polls, and provides media and technology updates.

FlashFiles. Want to know more about affirmative action, college costs and price, educational rankings, or tenure? Then look at Flash Points' Web-based service, FlashFiles. FlashFiles provides an in-depth look at the challenging issues facing education today. It includes overviews of hot education issues, annotated bibliographies, news items from Flash Points, examples of how institutions are dealing with important matters, issues papers, expert sources in the field of advancement, and links to related Web sites.

Issues Papers. Education officials learn how to deal more effectively with their own constituencies about important campus issues through a series of CASE issues papers. These papers cover a variety of important issues, including acquaintance rape, student alcohol and drug abuse, racial incidents, and campus cutbacks.

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For more information about the CASE media programs, contact Steven Weiss, CASE's Online and Media Relations Director, at (202) 478-5680 or weiss@case.org. Our Web site is at http://www.case.org.

Additional copies of the Washington Education Association Directory are available from the CASE Publications Order Department, (800) 554-8536 or (301) 604-2068.

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WCC Women's College Coalition 42

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ACT, Inc.

2201 N. Dodge St.
P.O. Box 168
Iowa City, IA 52243-0168
Telephone: (319) 337-1028
Fax: (319) 337-1014
E-mail: hayden@act.org
Web: http://www.act.org

One Dupont Circle, Suite 340
Washington, DC 20036-1170
Telephone: (202) 223-2318
Fax: (202) 223-0380

Richard Ferguson
President
ferguson@act.org

Daniel Minchew
Director, Washington, DC Office
minchew@act.org

***Kelley Hayden**
Director, Media Relations
hayden@act.org

ACT, Inc. (formerly the American College Testing Program), founded in 1959, is a nonprofit organization that provides assessment, research, and guidance services to students and their parents; to high schools and colleges; and to professional associations, government agencies, and businesses.

Its best-known program is the ACT Assessment, a comprehensive guidance and course placement service used in college admissions. The Work Keys system profiles jobs, assesses employability skills, and provides targets for skill instruction. COMPASS is a computer-adaptive placement service that diagnoses reading, writing, and mathematics skills. DISCOVER is the nation's most widely used multimedia education and career planning program. ACT also sponsors programs and services in advising, career and educational planning, student aid, continuing education, and professional certification. Its staff conducts measurement research, educational research on the effectiveness of its programs, and policy analysis on nationally pertinent topics.

ACT's national offices are located in Iowa City, Iowa. ACT also maintains eight regional offices throughout the country that support the institutions and agencies that use its programs. A technology center in Hunt Valley, Maryland, develops software for ACT's computer-based services. An office in Washington, DC, makes ACT's resources and expertise available to professional education associations and governing agencies.

American Association for Adult and Continuing Education

AAACE

1200 19th St., NW, Suite 300
Washington, DC 20036
Telephone: (202) 429-5131
Fax: (202) 223-4579

Tim Kinney
President

***Anna D. Darin**
Association Manager

Ms. Cle Anderson
Membership Director

The American Association for Adult and Continuing Education (AAACE) is the largest association for individuals and institutions involved in adult and continuing education in North America. Membership provides leadership, networking, and professional development opportunities to adult educators, as well as advocacy and legislative representation for the field. The association sponsors an annual conference/exhibition and publishes a magazine, research journal, and newsletter. Other services include international study tours and group insurance.

*** Media Contact**

American Asssociation of Colleges of Nursing

AACN

One Dupont Circle, Suite 530
Washington, DC 20036
Telephone: (202) 463-6930
Fax: (202) 785-8320
Web: http://www.aacn.nche.edu

Geraldine Bednash
Executive Director
gbednash@aacn.nche.edu

Linda Berlin
Director, Information Services
lberlin@aacn.nche.edu

G. Brockwel Heylin
Director, Government Affairs
bheylin@aacn.nche.edu

***Dan Mezibov**
Director, Public Affairs
dmezibov@aacn.nche.edu

Established in 1969, the American Association of Colleges of Nursing is the national voice for university and four-year-college education programs in nursing—the nation's largest health care profession. Representing more than 525 member schools of nursing at public and private institutions nationwide, AACN's educational, research, governmental advocacy, databank, publications, and other programs work to establish quality standards for bachelor's- and graduate-degree nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate nursing education, research, and practice.

AACN is a leader in securing sustained federal support for nursing education and research, in shaping legislative and regulatory policy affecting nursing school programming, and in ensuring continuing financial assistance for nursing students. In addition, AACN's national databank reports the latest statistics available on student enrollments and graduations, faculty salaries, institutional resources, and other trends and conditions in baccalaureate and graduate nursing education.

* Media Contact

American Association of Colleges for Teacher Education

AACTE

1307 New York Ave., NW
Suite 300
Washington, DC 20005-4701
Telephone: (202) 293-2450
Fax: (202) 457-8095
Web: http://www.aacte.org

David G. Imig
Chief Executive Officer
dimig@aacte.org

***Penelope M. Earley**
Senior Director, Governmental Relations and Issue Analysis
pearley@aacte.org

Mary E. Dilworth
Senior Director, Research and Information Services and ERIC Clearinghouse on Teaching and Teacher Education
mdilworth@aacte.org

Carol E. Smith
Senior Director, Professional Issues
csmith@aacte.org

Jannie P. Taylor
Senior Director of Finance and Administration
jtaylor@aacte.org

The American Association of Colleges for Teacher Education (AACTE) is the national voice for approximately 735 member colleges and universities in all the states, territories, and the Commonwealth of Puerto Rico. AACTE also offers affiliate membership to community and junior colleges; foreign colleges and universities that prepare teachers; state, regional, or local educational agencies; professional organizations and societies; and research and development centers and laboratories.

AACTE helps its members move toward improved quality and diversification of services. It encourages members to develop forward-looking concept, policy, and program development. It organizes and

participates in national and international forums. AACTE is the only national voluntary association for higher education institutions devoted to teacher education. Through programs in communications, governmental relations, multicultural education, accreditation, and staff and program development, members are provided with ways to improve their programs and a common voice to deal with other organizations and federal and state agencies.

AACTE is a constituent member of the National Council for Accreditation of Teacher Education and is contracted by the U.S. Department of Education to operate the ERIC Clearinghouse on Teaching and Teacher Education. Regular AACTE publications include the bimonthly *Journal of Teacher Education*, the biweekly newsletter *AACTE Briefs*, monographs, and books.

American Association of Collegiate Registrars and Admissions Officers

AACRAO

One Dupont Circle, Suite 520
Washington, DC 20036-1135
Telephone: (202) 293-9161
Fax: (202) 872-8857
Web: http://www.aacrao.com

Jerome H. Sullivan
Executive Director
jerry.sullivan@aacrao.nche.edu

Dale E. Gough
Assistant Executive Director for Professional Development
goughd@aacrao.nche.edu

Satomi Matsumae
Director of Marketing and Membership Services
satomi@aacrao.nche.edu

Janie Barnett
Office Manager
janie.barnett@aacrao.nche.edu

Pat Smith
Government Relations Consultant
patsmith@erols.com

***Saira Burki**
Manager, Marketing and Corporate Relations
burkis@aacrao.nche.edu

Gloria Rutberg
Manager of Meetings and Conferences
rutbergg@aacrao.nche.edu

Henrianne K. Wakefield
Publications and Special Projects Manager
wakefieldh@aacrao.nche.edu

Julia Funaki
Office of International Education Services
funakij@aacrao.nche.edu

Transforming the way we think about higher education, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) is leading the profession into the 21st century. Founded in 1910, AACRAO is one of the oldest higher education professional associations in the world. AACRAO's approach to professional development, as well as its broader higher education policy concerns, incorporates the realities of the information age with the demands of a society of perpetual learners.

AACRAO is institution-based and membership-driven. It is a nonprofit, voluntary professional education association of degree-granting postsecondary institutions, government agencies, higher education coordinating boards, private educational organizations, high schools, and education-oriented corporations and businesses. Specializing in enrollment services, AACRAO's focus is to promote the evolution and development of higher education administration and further the professional development and expansion of its membership. Individual AACRAO members come from all areas of education administration—enrollment management, admissions, financial aid, institutional research, records, registration, and student services—and enjoy membership benefits through their institutions, organizations, or businesses.

To meet the constantly changing needs and requirements of its members, AACRAO addresses a wide variety of issues in its professional development conferences, workshops, and seminars. The AACRAO annual meeting, held each year in mid-April, covers enrollment issues from A to Z, with more than 200 sessions and an exhibit hall featuring the latest products and services in the field. In addition to the annual conferences on strategic enrollment management and electronic data interchange (EDI) in education, AACRAO offers a number of workshops around the country on such topics as Student Right-to-Know and the Family Education Rights and Privacy Act (FERPA).

The scope of AACRAO's activities encompasses a broad range of issues and interests. AACRAO's Office of International Education Services (OIES) provides in-house training for professionals who evaluate foreign student consultation and academic credentials; publishes an extensive variety of guides, monographs, and handbooks essential to the field, and offers its preeminent Foreign Educational Credential Evaluation Service.

Serving also as a small publishing house, AACRAO produces professional guides that provide information regarding practices in higher education, ranging from grades and transcripts to misrepresentation in the marketplace and strategic enrollment management. Drawing upon the expertise of its members, AACRAO also publishes a journal of higher education policy issues, *College & University*. C&U specializes in timely and focused articles on current trends, issues, and emerging technologies in enrollment management, as well as higher education as a whole. The *AACRAO Data Dispenser* is a monthly electronic newsletter tracking breaking news in higher education, in addition to the internal activities of the association. AACRAO's Web site (www.aacrao.com) contains all the latest information on programs, publications, and upcoming events, and offers an extensive profile of the association, including its structure, goals, and priorities.

*** Media Contact**

American Association of Community Colleges

AACC

One Dupont Circle, Suite 410
Washington, DC 20036
Telephone: (202) 728-0200
Fax: (202) 833-2467
Web: http://www.aacc.nche.edu

David R. Pierce, Ph.D.
President and CEO
dpierce@aacc.nche.edu

David Baime
Director of Government Relations
dbaime@aacc.nche.edu

***Norma Kent**
Director of Communications
nkent@aacc.nche.edu

Margaret Rivera
Director of Membership and Information Services
mrivera@aacc.nche.edu

Mary Ann Settlemire
Director of Convention Planning
msettlemire@aacc.nche.edu

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's 1,100 two-year, degree-granting institutions. Organized in 1920, AACC promotes the causes of its member colleges through: (1) legislative advocacy; (2) monitoring of national issues and trends; (3) collection, analysis, and dissemination of information; (4) representation with other educational agencies and the national media; and (5) research and publication of news and scholarly analyses. The association is a nonprofit organization located in the National Center for Higher Education in Washington, DC.

American Association of Dental Schools

AADS

1625 Massachusetts Ave., NW, Suite 600
Washington, DC 20036-2212
Telephone: (202) 667-9433
Fax: (202) 667-0642
Web: http://www.aads.jhu.edu

Richard W. Valachovic
Executive Director
valachovicr@aads.jhu.edu

***Sue Sandmeyer**
Director of Communications
sandmeyers@aads.jhu.edu

Joyce Keller
Director
kellerj@aads.jhu.edu

Carolyn Gray
Deputy Executive Director
grayc@aads.jhu.edu

Scott Litch
Associate Executive Director
litchs@aads.jhu.edu

Jeanne Sinkford, D.D.S., Ph. D.
Associate Executive Director
sinkfordj@aads.jhu.edu

The American Association of Dental Schools (AADS) is the only national organization dedicated to serving the needs of the dental education community. The AADS works to promote the value and improve the quality of dental education, and to expand and strengthen the role of dentistry among other health professions in academia and society.

American Association for Higher Education

AAHE

The mission of the association is to lead the dental education community in addressing the contemporary issues influencing education, research, and the health of the public. Our members include dental and allied dental education programs in the United States and Canada, corporations, faculty, and students. The association's institutional membership includes all of the dental schools in the United States, Puerto Rico, and Canada, as well as approximately 3,000 individual members interested in dental education. Dental students have actively participated in the association through the council of students. The vice president of this council serves as a full voting member of the executive committee, which also includes faculty members, representatives of deans, and other components of the association's institutional and individual membership.

One Dupont Circle, Suite 360
Washington, DC 20036-1110
Telephone (202) 293-6440
Fax (202) 293-0073
Web http://www.aahe.org

Margaret A. Miller
President
aahepres@aahe.org

Theodore J. Marchese
Vice President
tmarchese@aahe.org

Kathleen Curry Santora
Vice President
ksantora@aahe.org

***Kathay Parker**
Executive Assistant to the President
kparker@aahe.org

AAHE ASSESSMENT FORUM
Catherine Wehlburg
Senior Associate
assess@aahe.org

AAHE FORUM ON FACULTY ROLES AND REWARDS
R. Eugene Rice
Director
aaheffrr@aahe.org

AAHE PROGRAM FOR THE PROMOTION OF INSTITUTIONAL CHANGE
Susan Ganter
Director
sganter@aahe.org

AAHE QUALITY INITIATIVES
Susan West Engelkemeyer
Director
sengelkemeyer@aahe.org

AAHE SERVICE-LEARNING PROJECT
Edward Zlotkowski
Senior Associate

AAHE TEACHING INITIATIVES
Barbara Cambridge
Director
aahetl@aahe.org

AAHE'S TEACHING, LEARNING & TECHNOLOGY AFFILIATE
Steven W. Gilbert
Director, The TLT Group
tlt@aahe.org

The American Association for Higher Education (AAHE) envisions a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy.

AAHE is the individual membership organization that promotes the changes higher education must make to ensure its effectiveness in a complex, interconnected world. The association equips individuals and institutions committed to such changes with the knowledge they need to bring them about.

It pursues that mission through conferences and other convenings, periodicals (*AAHE Bulletin* and, in cooperation with Heldref Publications, *Change* magazine), books and other publications, and special-focus projects. AAHE's members include faculty, administrators, and students from all sectors, plus policy makers and leaders from foundations, government, business, and media.

AAHE's National Conference on Higher Education is its flagship convening, each year taking on a timely theme. The 1999 conference will be March 20-24 in Washington, DC; 2000 will be March 25-29 in Anaheim, CA.

American Association of School Administrators

AASA

1801 N. Moore St.
Arlington, VA 22209
Telephone: (703) 528-0700
Fax: (703) 528-2146

Paul Houston
Executive Director
phouston@aasa.org

***Gary Marx**
Senior Associate
Executive Director for Strategic Alliances
gmarx@aasa.org

The American Association of School Administrators (AASA) is the professional organization for nearly 14,000 education leaders across the United States and Canada and in many other parts of the world. Founded in 1865, the organization's mission is "to achieve the highest-quality education through effective school-system leadership, with emphasis on superintendents."

AASA members include superintendents of schools; other central office administrators; building-level administrators (principals); college and university professors and administrators; and administrators from other local, regional, state, and national education agencies. AASA pursues its mission by offering a variety of programs and services designed to enhance the knowledge and skills of school leaders, as well as provide them with the tools they need to increase the effectiveness of their organizations, ultimately leading to a better education for students in the classroom.

AASA has clarified and strengthened its major areas of focus, including improving the condition of children and youth, preparing schools and school systems for the 21st century, connecting schools and communities, and enhancing the quality and effectiveness of school leaders. Some major activities include publications and audiovisual programs; an annual national conference on education, plus other conferences, seminars, and professional development opportunities; curriculum auditing, strategic planning, superintendent assessment, and other contract services; communications services to assist educators in communicating effectively and to share information about education with the nation; government relations services to keep elected and appointed officials informed about education concerns; and award, recognition, and scholarship programs. Special groups within the organization work to assist administrators in small, rural, suburban, urban, and regional school districts, and address the needs of women and minorities.

*** Media Contact**

American Association of State Colleges and Universities

AASCU

1307 New York Avenue, Fifth Floor
Washington, DC 20005-4701
Telephone: (202) 293-7070
Fax: (202) 296-5819

James B. Appleberry
President

Chris Bitting
Director, Membership Services, and Executive Assistant to the President

Wendell Rayburn
Vice President, Division of Administration and Finance

***Gay Clyburn**
Director of Communications
clyburng@aascu.org
(202) 478-4661

GOVERNMENT RELATIONS AND POLICY ANALYSIS

Ed Elmendorf
Vice President

John Van de Water
Vice President, Division of Academic Leadership and Change

SERVICEMEMBERS OPPORTUNITY COLLEGES

Steve Kime
Director

David R. Eyler
Associate Director

Andrea Baridon
Program Coordinator

The American Association of State Colleges and Universities (AASCU) is a leading higher education association that represents more than 400 state colleges and universities across the United States and in Puerto Rico, Guam, and the Virgin Islands. AASCU monitors higher education policies at the national and state level and serves as a forum for examining and acting upon higher education issues. AASCU believes that public colleges and universities have a special role in our

society—that of providing educational opportunity to everyone, regardless of economic condition, age, sex, or ethnic background. The elimination of barriers to educational opportunity for those who are able and who want to participate in this nation's educational system is a major priority of the association. AASCU believes that tuition at public colleges and universities should be kept as low as possible to give people the chance to achieve their aspirations and potential.

Besides taking public positions on issues of importance to higher education, AASCU sponsors research and publishes reports containing important information on various aspects of higher education, including student aid and minority participation. AASCU provides a wide range of services and information to its membership, which is composed of presidents and chancellors of state colleges and universities. The association, which was formed in 1961, furnishes its members with information concerning congressional activities and legislation that could affect higher education. AASCU arranges for its views and the views of its members to be considered by congressional committees and other policymakers.

American Association of University Professors

AAUP

1012 14th St., NW, Suite 500
Washington, DC 20005-3465
Telephone: (202) 737-5900
Fax: (202) 737-5526
Web: http://www.aaup.org

Mary A. Burgan
General Secretary
mburgan@aaup.org

Ernst Benjamin
Director, Research
ebenjamin@aaup.org

Jonathan Alger
Counsel
jalger@aaup.org

Jordan Kurland
Director, Academic Freedom and Tenure
coma@aaup.org

Patrick Shaw
Director, Department of Organizing and Services
pshaw@aaup.org

***Iris Molotsky**
Director, Membership Development and Public Information
imolotsky@aaup.org

Chartered in 1915, the American Association of University Professors (AAUP) is the only national organization in the United States serving exclusively the interests of all teachers, research scholars, librarians, and counselors at institutions of higher learning.

With a current membership of more than 43,000 faculty members in every rank and discipline, AAUP is recognized as the authoritative voice for faculty members. Its staff concerns itself with academic issues such as academic freedom and tenure, economic status of the profession, college and university government, professional ethics, rights and freedoms of students, the status of women and minorities in the profession, faculty role in accreditation, and the encouragement of improvements in teaching and research. Recommendations and standards are published in *Academe* and in *AAUP Policy Documents and Reports*.

AAUP also has vigorous programs in government relations and is the bargaining agent for chapters throughout the country engaged in higher education collective bargaining.

American Association of University Women

AAUW

1111 Sixteenth St., NW
Washington, DC 20036
Telephone: (202) 785-7700
Fax: (202) 872-1425
Web: http://www.aauw.org

Sandy Bernard
President

Maggie Ford
President, AAUW Educational Foundation

Augustine Pounds
President, AAUW Legal Advocacy Fund

Janice Weinman
Executive Director

Patricia Dameron
Operations and Shared Services Director

Karen Lebovich
Educational Foundation Director

Nancy Zirkin
Public Policy and Government Relations Director

***Gillian Ray**
Public Relations Director

The American Association of University Women (AAUW) is a nonprofit, grassroots organization of 160,000 college graduates dedicated to promoting education and equity for women and girls. AAUW consists of three corporations: the Association, the Educational Foundation, and the Legal Advocacy Fund. AAUW members are active in more than 1,600 communities nationwide.

A leading voice for women for more than a century, AAUW has spearheaded efforts to put educational equity on the nation's reform agenda. AAUW Educational Foundation research highlights include *Gender Gaps: Where Schools Still Fail Our Children* (1998), a follow-up to the AAUW report *How Schools Shortchange Girls* (1992), which revealed how the "glass ceiling" begins in the classroom. Another recent report, *Separated by Sex: A Critical Look at Single-Sex Education for Girls* (1998), found that single-sex public schools and classes are no solution to inequity.

Founded in 1881, AAUW is open to all graduates who hold a baccalaureate or higher degree from a regionally accredited college or university. Since 1888, more than 6,500 women from more than 100 countries have received fellowships and grants from the AAUW Educational Foundation. These awards support scholarly research, advanced graduate study, and community action projects. In 1997-98, more than $2.8 million was awarded to 309 women.

The AAUW Legal Advocacy Fund (LAF) is the nation's first and largest fund fighting sex discrimination and harassment in higher education. LAF supports women faculty, staff, and students who have filed sex discrimination lawsuits against colleges and universities. LAF also recognizes innovative efforts to improve the climate for women on campus. Since 1981, LAF has contributed more than $475,000 to 53 cases.

*** Media Contact**

American College Personnel Association

ACPA

One Dupont Circle, Suite 300
Washington, DC 20036-1110
Telephone: (202) 835-ACPA (2272)
Fax: (202) 296-3286
Web: http://www.acpa.nche.edu

***Carmen G. Neuberger**
Executive Director
cgn@acpa.nche.edu

Marguerite Clemons
Office Manager
mar@acpa.nche.edu

Lisa A. Mihalik
Membership Services Manager
lm@acpa.nche.edu

Donna M. Bourassa
Educational Programs and Publications Manager
dmb@acpa.nche.edu

Jeremy N. Baird
Administrative Assistant
jnb@acpa.nche.edu

Dorothy J. Seville
Bookkeeper

The American College Personnel Association (ACPA) is a society of college and university student affairs professionals with 6,500 individual members. Established in 1924, ACPA's overall mission is to serve college and university student affairs educators and administrators by providing professional development programs, publications, and services in order to enhance their effectiveness and commitment to the development of students in post-secondary education. It is governed by a member-elected executive council and supported by 16 functional area commissions, five constituency-based standing committees, and 32 chartered state and international divisions.

ACPA conducts a national convention and placement center in March of each year, and sponsors

numerous teleconferences, workshops, and specialty conferences. ACPA members receive a referenced journal, *The Journal of College Student Development*; a practitioner-oriented Jossey-Bass magazine, *About Campus*; quarterly newsletters; and a Member Resource Directory. Other ACPA publications emphasize basic theoretical and applied knowledge with regard to college student characteristics, learning and personal development outcomes, future trends, collaboration, and principles of professional practice.

American Council on Education

ACE

One Dupont Circle, Suite 800
Washington, DC 20036
Telephone: (202) 939-9300
Fax: (202) 833-4760
Web: http://www.acenet.edu

OFFICE OF THE PRESIDENT

Stanley O. Ikenberry
President

Ann P. Decker
Executive Assistant to the President

Irene L. Gomberg
Executive Secretary, Board of Directors and Vice President, Division of Administration

Judith T. Irwin
Executive Secretary, Washington Higher Education Secretariat

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Vice President and Director, Office of Minorities in Higher Education

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Director, HEATH Resource Center

Judith Sturnick
Director, Office of Women in Higher Education

Deborah Carter
Deputy Director, Office of Minorities in Higher Education

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Vice President

Wendy Bresler
Editor-in-Chief, Program Director, Annual Meeting

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Vice President and General Counsel

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Editor, Higher Education and National Affairs

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Senior Vice President

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Susan P. Robinson
Vice President and Director, Center for Adult Learning and Educational Credentials

Stephen Sattler
Director of Marketing and Communications, Center for Adult Learning and Educational Credentials

Joan Claffey
Director, Association Liaison Office for University Cooperation in Development

Fred Hayward
Director of Southern Africa Programs

Marlene Ross
Director, ACE Fellows Program

Barbara Turlington
Director of International Education

Judith T. Irwin
Acting Director, Business Higher Education Forum

Jill Bogard
Director of Library and Information Services

The American Council on Education (ACE) is the major voice in American higher education and serves as the focus for discussion and decision making on higher education issues of national importance. As such, the council strives to ensure quality

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education on the nation's campuses. An independent, nonprofit association founded in 1918, the council represents all accredited colleges and universities, as well as national and regional higher education associations. A major function of the council is to coordinate the interests of all segments of higher education into a single voice.

The council operates in a number of areas, including representing higher education before Congress, the federal government, and federal courts; conducting research and analyzing data on American higher education; working with colleges and universities to assist them in such areas as self-regulation, management and leadership, accreditation, adult learners, and minority and women's issues; helping to shape international education policy as it affects the nation's campuses; working to increase cooperation between academe and business, and between academe and organized labor; and helping campuses to increase access and opportunities for students, faculty, and staff with disabilities.

* Media Contact

American Council on Education Library and Information Service

ACE/LIS

One Dupont Circle, Suite 1B-20
Washington, DC 20036
Telephone: (202) 939-9405
Fax: (202) 833-4730

***Jill Bogard**
Director

Cynthia Powell
Library Assistant

The American Council on Education Library and Information Service maintains a special collection of books, journals, and nonprint materials devoted to the study of higher education. Library services, including borrowing privileges, are available to employees of associations belonging to the Washington Higher Education Secretariat.

The 6,000-volume book collection deals with various aspects of higher education, including admissions, administration, adult and continuing education, curriculum, faculty issues, economics and finance, history, instruction, international education, minority concerns, philosophy, policy, students, and women's issues.

The library subscribes to nearly 125 higher education and general interest journals and periodicals. The *New York Times*, the *Washington Post*, the *Wall Street Journal* and *USA Today* are received daily.

Reference materials include general and specialized encyclopedias; biographical, corporate, and foundation directories; and directories of American and foreign colleges and universities. Current U.S. college catalogs are available electronically. ERIC documents are available on microfiche as the result of a cooperative arrangement between the library and the ERIC Clearinghouse on Higher Education. Books and journal articles not included in the library's collection can be obtained through interlibrary loan. Library hours are Monday to Friday, 1 to 5 p.m.

American Federation of Teachers

AFT

555 New Jersey Ave., NW
Washington, DC 20001-2079
Telephone: (202) 879-4400
Fax: (202) 879-4545
Web: http://www.aft.org

Sandra Feldman
President

Nathaniel H. LaCour
Executive Vice President

Edward J. McElroy
Secretary-Treasurer

***Donna Fowler**
Director of Public Affairs
dfowler@aft.org

The American Federation of Teachers (AFT) represents the professional, economic, and social concerns of 985,000 teachers, classroom paraprofessionals, school-related personnel, public sector employees, higher education faculty, and health care professionals. AFT is an affiliated AFL-CIO international union.

Organized into more than 2,000 highly autonomous local chapters, AFT's highest policy-making body is the national convention, held biennially, where local delegates meet to vote on resolutions and elect national officers. The national officers include a president, a secretary-treasurer, and an executive council consisting of 38 vice presidents. The executive council, headed by the president and secretary-treasurer, meets four times a year and is responsible for implementing AFT policies. Every other year a national conference devoted to exploration of vital educational issues, QuEST, is held in Washington, DC. In addition, AFT has 49 state federations whose primary purpose is to further local chapter interests at the state level.

Organized in 1916 by eight local teacher unions from across the United

States, AFT attracted early on those who believed that professionalism in education required a secure and free teaching force. Early AFT members include Albert Einstein and John Dewey. Opposed to segregation from its inception, by 1948 AFT was among the first organizations to completely break down racial barriers and insist on full and equal membership for minorities and integrated local affiliates. In 1956, delegates to the AFT convention in Pittsburgh adopted a resolution in support of collective bargaining. Six years later in 1962, New York City teachers went out on strike to win the first collective bargaining agreement for teachers in the nation.

AFT publications include *American Educator*, the union's quarterly professional journal; *American Teacher*, the monthly newspaper of AFT; *On Campus*, a special constituent edition for higher education professionals; *Public Service Reporter*, geared to the needs of state employees; The *PSRP Reporter*, a quarterly publication for classified school employees; *Healthwire*, a special publication for health care workers.

American Society for Engineering Education

ASEE

1818 N St., NW, Suite 600
Washington, DC 20036-2479
Telephone (202) 331-3500
Fax (202) 265-8504
Web: http://www.asee.org

Frank L. Huband
Executive Director
aseeexec@asee.org

Marian Tatu
Executive Office Manager
m.tatu@asee.org

Charlotte Watson
Controller
c.watson@asee.org

Robert Black
Editor and Publications Manager
r.black@asee.org

Paige Polhill
Membership Office Manager
p.polhill@asee.org

Kathy Tollerton
Public Affairs Office Manager
k.tollerton@asee.org

Sandra Wingate-Bey
Administrative Services Manager
s.wingatebey@asee.org

Dyanne Hughes
Conferences/Corporate Product Development Manager
d.hughes@asee.org

Keith Mounts
Information Systems Manager
k.mounts@asee.org

Tim Turner
Projects Office Manager
t.turner@asee.org

***Don Davis**
Public Affairs Associate/Media Relations
d.davis@asee.org

The American Society for Engineering Education (ASEE) is a professional education association dedicated to the improvement of higher and continuing education for engineers and engineering technologists. Founded in 1893, the society maintains a leadership position in seeking, expressing, and advocating the aims, objectives, goals, methods, standards, and ethics related to the field.

ASEE is composed of 11,000 individual members and 550 institutional members, the latter consisting of accredited schools of engineering and engineering technology, and corporate employers of engineers and engineering technologists. Coordination of the interests and activities of members occurs through professional-interest councils, divisions, and constituent committees; geographic councils and sections; institutional councils; and campus representatives. Annually, ASEE confers approximately 60 national, division, and regional awards for distinguished teaching, outstanding research, and other significant service to engineering education. Recurring publications are the *Directory of Instructional Programs in Engineering and Engineering Technology*, *Engineering College Research and Graduate Study* (directory); *ASEE Prism*, *Journal of Engineering Education*, and conference proceedings. Seven society divisions also publish periodicals.

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APPA: The Association of Higher Education Facilities Officers

1643 Prince St.
Alexandria, VA 22314-2818
Telephone: (703) 684-1446
Fax: (703) 549-2772
Web: http://www.appa.org

***E. Lander Medlin**
Executive Vice President
lander@appa.org

Cotrenia Aytch
Communication Services Manager
cotenia@appa.org

Chong-Hie Choi
Director of Finance and Administration
choi@appa.org

Alycia Eck
Publications Manager and Webmaster
alycia@appa.org

Steve Glazner
Director of Communications
steve@appa.org

Andria Krug
Meetings and Conferences Manager
andria@appa.org

Stephanie Legette
Accounting Assistant and Accounts Receivables Manager
slegette@appa.org

Maxine Mauldin
Member Services Manager
mmauldin@appa.org

Melissa Mills
Office Manager
melissa@appa.org

Medea Ranck
Director of Marketing and Outreach
medea@appa.org

Katherine J. Smith
Director of Educational Programs
ksmith@appa.org

*** Media Contact**

APPA: The Association of Higher Education Facilities Officers includes approximately 1,500 member institutions of higher education in the United States, Canada, and other countries. Founded in 1914, APPA is among the oldest associations serving higher education. Its purpose is to promote excellence in the administration, care, operation, planning, and development of facilities in support of the teaching and research missions of colleges and universities.

APPA established its international headquarters in Washington, DC, in 1972 to facilitate the communication process for the facilities management community. Since that time, APPA's rapid growth has reflected its unique role in addressing the needs of college and university facilities management organizations. In 1993, APPA expanded its global outreach with the creation of its first international region encompassing Australia, New Zealand, and other Pacific Rim countries.

APPA supplies its members with a broad range of educational opportunities through meetings and workshops, special and recurring publications, and other activities. It provides a central clearinghouse for the sharing of valuable information and the discussion of common problems such as deferred maintenance, space planning, and dwindling budgets.

Association of Academic Health Centers

AHC

1400 16th St., NW, Suite 720
Washington, DC 20036
Telephone: (202) 265-9600
Fax: (202) 265-7514
E-mail: ahc@acadhlthctrs.org

Roger J. Bulger, M.D.
President

***Marian Osterweis, Ph.D.**
Executive Vice President

The Association of Academic Health Centers (AHC) is a national organization representing academic health centers nationwide. These institutions are the health complexes of the major universities.

Organizationally, each includes a school of medicine (allopathic or osteopathic), at least one teaching hospital, and one or more additional health professional education programs, such as allied health, dentistry, nursing, pharmacy, graduate biomedical sciences, health services administration, public health, optometry, veterinary medicine, or podiatry. Membership in AHC is on an institutional basis. The members are usually represented by the chief executive officer of the academic health center, a person with a title such as president, chancellor, vice president for health affairs, or others, depending on the structure of the institution.

AHC provides a forum for the exchange of information on the administration, management, and coordination of education and training for the health professions, biomedical research, and the delivery of health services; it engages in studies relevant to the collective interests of its members; and it participates in the public debate of health policy issues. The AHC seeks to influence public dialogue on significant health and science policy issues, to advance education for health professionals, to promote biomedical and health services research, and to enhance patient care.

Association of American Colleges and Universities

AAC&U

1818 R St., NW
Washington, DC 20009
Telephone: (202) 387-3760
Fax: (202) 265-9532

Dr. Carol Geary Schneider
President
cgs@aacu.nw.dc.us

Caryn McTighe Musil
Executive Vice President
musil@aacu.nw.dc.us

Joseph S. Johnston, Jr.
Vice President for Programs
johnston@aacu.nw.dc.us

Jerry G. Gaff
Vice President
gaff@aacu.nw.dc.us

***Joann Stevens**
Vice President for Communications
stevens@aacu.ns.dc.us

Mr. Tobin Conley
Membership Director
conley@aacu.nw.dc.us

Suzanne Hyers
Strategic Initiatives and Meeting Coordinator
hyers@aacu.nw.dc.us

The Association of American Colleges and Universities (AAC&U) is the only institutional membership, higher education association whose primary mission is improving liberal education.

AAC&U strives to strengthen undergraduate curricula and revitalize classroom teaching and learning through research, projects, publications, meetings, and workshops. Founded in 1915, AAC&U comprises more than 650 public and private colleges and universities of all types and sizes.

AAC&U's current initiatives include these projects: Strong Foundations for General Education; the Language Mission Project; Preparing Future Faculty (PFF); American Commitments: Diversity Democracy, and Liberal Learning; Women and Scientific Literature; Diversity Works: Diversity Web, Diversity Digest, Diversity Connections; Program on the Status and Education of Women (PSEW); the Program for Health and Higher Education (PHHE); the Asheville Institute on General Education; Curriculum Assessment Service and Database; and the Science Institute. AAC&U also conducts annual workshops through the Network for Academic Renewal and publishes two quarterly newsletters, On Campus With Women and Connections.

AAC&U's publications address a broad spectrum of issues facing American higher education today. Recent publications include *The Impact of Diversity on Students: A Preliminary Review of the Research Literature; Achieving Faculty Diversity: Debunking the Myths; Handbook of the Undergraduate Curriculum; Warming the Climate for Women in Academic Science; Diversity in Higher Education: A Work in Progress; The Drama of Diversity and Democracy: Higher Education and American Commitments; Liberal Learning and the Arts of Connection for the New Academy; American Pluralism and the College Curriculum: Higher Education in a DiverseDemocracy*; and *A National Conversation on American Pluralism and Identity: An Annotated Reading List.* AAC&U's award-winning quarterly journal, Liberal Education, communicates the value of liberal learning by bridging disciplines and forging linkages among administrators, faculty members, and community leaders. The annual meeting held each January provides a forum for educators, scholars, and policy makers to work together on issues of common concern for college and university campuses nationwide.

Association of American Law Schools

AALS

1201 Connecticut Ave., NW, Suite 800
Washington, DC 20036-2605
Telephone: (202) 296-8851
Fax: (202) 296-8869
Web: http://www.aals.org

***Carl C. Monk**
Executive Director
cmonk@aals.org

H.G. Prince
Deputy Director
hprince@aals.org

Jane M. La Barbera
Associate Director
jlabarbera@aals.org

The purpose of the Association of American Law Schools (AALS), founded in 1900, is "the improvement of the legal profession through legal education." The AALS shares with the American Bar Association the responsibility for the accreditation of schools of law in the United States. The AALS also functions as a traditional education association, providing a wide range of services to its institutional membership, such as conducting workshops and teaching conferences, arranging an annual meeting and an annual faculty recruitment conference, publishing various studies and reports, and interpreting the mission and needs of legal education to such outside constituencies as government, the general public, and prospective students.

Finally, the AALS serves as the scholarly society in the academic discipline of law, representing the law teachers as individuals in the community of scholars. Its dues are based on the number of students enrolled in member schools. As of January 1998, the association had 162 member law schools.

Association of American Medical Colleges

AAMC

2450 N St., NW
Washington, DC 20037
Telephone: (202) 828-0400
Fax: (202) 828-1125
Web: http://www.aamc.org

Jordan J. Cohen
President

Richard Knapp
Executive Vice President, Governmental Relations

Joseph Keyes
Senior Vice President and General Counsel

Kathleen Turner
Vice President

Susan Neely
Vice President, Communications

***Patricia Green,**
Assistant Vice President, Director of Media Relations

Paul Griner
Vice President, Center for the Assessment and Management of Change in Academic Medicine

Edwin Crocker
Vice President, Administrative Services

David Witter
Vice President, Information Resources

David Korn
Senior Vice President, Biomedical Research

Michael Whitcomb
Senior Vice President, Medical Education

Joseph Keyes
Senior Vice President, Institutional Planning and Development

Herbert Nickens
Vice President, Community and Minority Programs

Donald Kassebaum
Vice President, Medical School Standards and Assessment

Robert Beran
Vice President, Student Affairs and Education Services

*** Media Contact**

Dating back to 1876, the Association of American Medical Colleges (AAMC) strives to advance medical education and provide a means of national expression on matters of interest to medical school deans, teaching hospital administrators, and faculty and students in medical education, biomedical research, and patient care.

The AAMC is composed of 126 medical schools, 405 teaching hospitals, 92 academic societies, the Organization of Student Representatives, and the Organization of Resident Representatives. The AAMC conducts studies of the structure, process, and financing of medical education, along with generating innovations related to medical education, biomedical research, and health care delivery. The AAMC is responsible for the Medical College Admission Test and operates a centralized application service for students applying to medical school.

Subsidiary professional interest groups of the AAMC are those on business affairs, faculty practice, institutional planning, medical education, public affairs, and student affairs.

Association of American Universities

AAU

1200 New York Ave., NW Suite 550
Washington, DC 20005
Telephone: (202) 408-7500
Fax: (202) 408-8184
Web: http://www.tulane.edu/~aau/

Nils Hasselmo
President
nils_hasselmo@aau.edu

John C. Vaughn
Executive Vice President
john_vaughn@aau.edu

Susan E. Quantius
Director of Federal Relations for Research
susan_quantius@aau.edu

***Peter F. Smith**
Director of Public Affairs
peter_smith@aau.edu

Joan P. Kindred
Assistant to the President
joan_kindred@aau.edu

Mary Clare Job
Director of Operations and Finance
mary_clare_job@aau.edu

Founded in 1900, the Association of American Universities (AAU) currently consists of 60 American and two Canadian universities; approximately half are public and half are private. AAU serves its members in two major ways: It assists them in developing national policy positions on issues relating to academic research and graduate and professional education, and it provides them with a forum for discussing other institutional issues, such as undergraduate education.

Membership in AAU is by invitation. The association meets twice a year. Institutions are represented by their chief executive officer. The graduate deans of AAU institutions form the Association of Graduate Schools (AGS), which advises AAU on graduate education policy.

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Association for Canadian Studies in the United States

ACSUS

1317 F St., NW, Suite 920
Washington, DC 20004-1105
Telephone: (202) 393-2580
Fax: (202) 393-2582
E-mail: acsus@nicom.com
Web: http://canada-acsus.plattsburgh.edu

***David N. Biette**
Executive Director
dbiette@nicom.com

Founded in 1971, the Association for Canadian Studies in the United States (ACSUS) is the only national organization devoted to the encouragement and support of the study of Canada and the United States-Canada bilateral relationship. ACSUS currently has more than 1,000 members, representing academe, business, and government. The majority of the association's members are university professors who are involved in research on Canada and the U.S./Canadian relationship. ACSUS provides teaching support services, outlets for scholarship, and opportunities to make professional contacts. The association's national office functions as a network in coordinating Canadian studies activities throughout the country.

ACSUS produces two major publications. The multidisciplinary quarterly journal, *The American Review of Canadian Studies*, is the only scholarly publication in the United States devoted exclusively to Canadian studies. The newsletter, *Canadian Studies Update*, keeps members informed of forthcoming events, grants, and opportunities of professional interest. ACSUS also holds a biennial national conference, attracting 600 Canadianists from throughout the world.

Association of Catholic Colleges and Universities

ACCU

One Dupont Circle, Suite 650
Washington, DC 20036
Telephone: (202) 457-0650
Fax: (202) 728-0977
E-mail: 105121.1321@compuserve.com

***Monika K. Hellwig**
Executive Director

Paul J. Gallagher
Associate Executive Director

Elizabeth Fisher
Administrative Assistant

Theodore Witt
LAN/Administrative Assistant

The Association of Catholic Colleges and Universities (ACCU), a department of the National Catholic Educational Association, is a voluntary association of regionally accredited colleges and universities. Currently, there are 214 institutional members.

The purpose of the association is to facilitate exchange among Catholic institutions of higher education and to represent them with other national associations of higher education, church-related associations of institutions of higher education, the International Federation of Catholic Universities, and to various agencies of the federal government. Special attention is paid to those areas of concern that have a particular relevance for institutions with a church relationship, and every effort is made to support member institutions in their attempts to respond to the contemporary needs of church and society.

Association of Community College Trustees

ACCT

1740 N St., NW
Washington, DC 20036
Telephone: (202) 775-4667
Fax: (202) 223-1297
E-mail: acct@erols.com
Web: http://www.erols.com/acct

Ray Taylor
President

Marilyn Blocker
Vice President

***Alvin Major II**
Director of Communications and Marketing

J. Noah Brown
Director of Federal Relations

Elizabeth Rocklin
Director of Board Services

The Association of Community College Trustees (ACCT) represents more than 6,000 elected and appointed officials who govern the nation's community colleges. Canadian and other international governing boards also belong. The purpose of ACCT is to strengthen the capacity of community, technical, and junior colleges to realize their missions on behalf of their communities, through the development of effective lay governing board leadership and advocacy at local, state, and national levels.

ACCT is a source of information on the governance of community colleges, community colleges' national legislative agenda, and trends in postsecondary education. ACCT offers experts on the concept of lay trusteeship and the role of trustees throughout the country (which includes responsibility for setting institutional policy; approving institutional mission, budget and finance; and hiring and evaluating the chief executive officer). ACCT conducts two national and several regional conferences each year.

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Association of Governing Boards of Universities and Colleges

AGB

One Dupont Circle, Suite 400
Washington, DC 20036
Telephone: (202) 296-8400
Fax: (202) 223-7053

***Richard T. Ingram**
President
103063.2724@compuserve.com

Richard D. Legon
Executive Vice President

Daniel J. Levin
Vice President for Publications

Thomas C. Longin
Vice President for Programs and Research

The Association of Governing Boards of Universities and Colleges (AGB) is a nonprofit organization of governing, coordinating, advisory, and foundation boards of postsecondary education. AGB serves some 30,000 trustees, regents, and chief executives responsible for 1,700 colleges and universities—public, private, two-year, four-year, general, and specialized.

The only trustee organization to serve all sectors of postsecondary education, AGB emphasizes good working relationships between administrators and trustees, provides background information needed by boards to deal with critical issues, and helps boards function with an awareness of the increasing interdependence of all types of colleges and universities.

AGB publishes *Trusteeship* magazine and more than 100 books and reports covering governance issues. In addition to its annual national conference on trusteeship, AGB offers one- and two-day workshops, seminars, and on-campus programs oriented to all aspects of board development.

*** Media Contact**

Association of Jesuit Colleges and Universities

AJCU

One Dupont Circle, Suite 405
Washington, DC 20036
Telephone: (202) 862-9893
Fax: (202) 862-8523
Web: http://www.ajcunet.edu

***Rev. Charles L. Currie, S.J.**
President
blkrobe@aol.com

Cyndy Littlefield
Director of Federal Relations
cyndylit@aol.com

The Association of Jesuit Colleges and Universities (AJCU) is a voluntary federation of the 28 Jesuit institutions of higher education in the United States. It was formed in 1970 to improve the educational effectiveness of the institutions, to articulate the mission and characteristics of Jesuit higher education and implement them in policy and practice, to collaborate with national and international organizations, to promote interinstitutional cooperation, to disseminate information to members, to provide an educational forum for the exchange of experiences, and to help members participate in federal and other national programs.

It holds a national meeting of its board of directors twice a year. Thirty conferences, representing both academic and administrative areas, meet at least annually. AJCU publishes for its members the *Higher Education Report* (a monthly newsletter), the *AJCU/JSEA Directory*, and the *Resource Book for International Education*.

The AJCU Web site provides a direct link to all of the Jesuit colleges and universities in the United States.

Association for Supervision and Curriculum Development

ASCD

1703 N. Beauregard
Alexandria, VA 22311
Telephone: (703) 578-9600, (800) 933-2723
Fax: (703) 575-5408
Web: http://www.ascd.org

Gene R. Carter
Executive Director
gcarter@ascd.org

Diane Berreth
Deputy Executive Director
dberreth@ascd.org

Frank Betts
Associate Executive Director, Operations
fbetts@ascd.org

Melody Ridgeway
Assistant Executive Director, Information Systems and Services
mridgeway@ascd.org

Michelle Terry
Assistant Executive Director, Professional Development
mterry@ascd.org

Doug Soffer
Assistant Executive Director, Constituent Relations
dsoffer@ascd.org

***Barbara Gleason**
Public Information Director
bgleason@ascd.org

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The Association for Supervision and Curriculum Development (ASCD) is an international, nonpartisan, nonprofit education association. ASCD's members share the belief that all students can succeed in a challenging, well-planned educational program. With more than 150,000 members, ASCD is one of the largest education associations in the world. ASCD is committed to the mission of forging covenants in teaching and learning for the success of all learners. ASCD members are educators at every level of the profession: superintendents, principals, teachers, professors, school board members, central office staff, curriculum specialists, supervisors, students of education, and parents. ASCD has 68 affiliates located in 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, Canada, the Caribbean, Europe, the Near East, and Asia. There are also 49 networks that connect educators with similar interests, from equity issues to technology education. ASCD synthesizes, evaluates, and disseminates information through its award-winning publications and videos, professional training opportunities, research and information services, and the Information and Internet Services.

Career College Association

CCA

10 G St., NE, Suite 750
Washington, DC 20002
Telephone: (202) 336-6700
Fax: (202) 336-6828
Web: http://www.career.org

***Omer Waddles**
President

Bruce Leftwich
Vice President

Martha Byrnes
Vice President of Operations

***Nancy Broff**
General Counsel

The Career College Association (CCA) is a trade association representing private career colleges and schools that offer postsecondary, career-specific education to more than one million students annually. CCA is the largest organization in the United States representing private trade and technical schools.

CCA provides for its members regulatory and legislative information, interpretations, and representation regarding educational issues before Congress and the departments of Education and Labor. Also available are professional development workshops that are held throughout the United States.

CCA hosts an annual convention and exposition every spring; during election years, the convention is held in Washington, DC. CCA publishes a professional journal, The Link; a biweekly newsletter; the Career College Connector, containing regulatory and legislative activity on Capitol Hill; and other materials of interest to the private career education sector.

Coalition for Christian Colleges & Universities

CCCU

329 Eighth St., NE
Washington, DC 20002-6158
Telephone: (202) 546-8713
Fax: (202) 546-8913
E-mail: coalition@cccu.org
Web site: http://www.cccu.org

Robert C. Andringa, Ph.D.
President
RAndringa@cccu.org

Karen Longman, Ph.D.
Vice President for Professional Development and Research
kal@cccu.org

Richard Gathro
Senior Vice President for Student Programs
Rich@cccu.org

Kyle Royer
Vice President for Finance and Administration
KRoyer@cccu.org

***Julie Peterson**
Director of Communications
JPeterson@cccu.org

The Coalition for Christian Colleges & Universities (CCCU) is a professional association of 92 four-year, fully accredited colleges and universities in North America with comprehensive programs rooted in the arts and sciences. A growing number of Christian colleges and universities from around the world are joining the CCCU as nonmember affiliates. Founded in 1976, the CCCU coordinates professional development opportunities for administrators and faculty, administers five off-campus student programs, and provides public advocacy for Christ-centered higher education. The CCCU provides valuable resources about Christian higher education. Find out more about CCCU resource material on the World Wide Web (www.cccu.org).

Coaltition of Higher Education Assistance Organizations

COHEAO

1101 Vermont Ave., NW, Suite 400
Washington, DC 20005
Telephone: (202) 289-3910
Fax: (202) 371-0197
Web: http://www.coheao.com

***Ellin Nolan**
Executive Director
nolandbm@cais.com

Judith Flink
President
jflink@uic.edu

Lyn Gunsalus
Legislative Analyst/Consultant
LGunsalus@redit.com

David Stocker
Vice President
Dstoc60402@aol.com

The Coalition of Higher Education Assistance Organizations (COHEAO) is a unique partnership of educational and commercial members with a shared interest in fostering access to postsecondary education. COHEAO maintains a sharp focus on legislative and regulatory advocacy, educational access, and interactive communication for all federally funded student loan programs. COHEAO was formed in 1981 as a nonprofit organization in the District of Columbia. It has grown to a membership of more than 350 colleges, universities, and commercial entities. The common thread that binds COHEAO members is their expertise in the management of the various student aid programs.

*** Media Contact**

The College Board

45 Columbus Avenue
New York, NY 10023-6992
Telephone: (212) 713-8000
Fax: (212) 713-8255
Web: http://www.collegeboard.org

1233 20th Street, NW, Suite 600
Washington, DC 20036
Telephone: (202) 822-5900
Fax: (202) 822-5920

Donald M. Stewart
President
dstewart@collegeboard.org

Frederick H. Dietrich
Senior Vice President for Programs and Development
fdietrich@collegeboard.org

Kenneth W. Rodgers
Senior Vice President for Finance and Corporate Strategy
krodgers@collegeboard.org

John B. Childers
Vice President for Communications and Government Relations
jchilders@collegeboard.org

COMMUNICATIONS
Barrie Jacobs Kelly
Executive Director and Adviser to the President for Communications
bkelly@collegeboard.org

***Fred Moreno**
Director, Public Affairs
fmoreno@collegeboard.org

OFFICE OF THE SECRETARY AND ASSOCIATIONAL AFFAIRS
Carol Barker
Vice President of Associational Affairs and Secretary of the Corporation
cbarker@collegeboard.org

FINANCE AND ADMINISTRATION
Kenneth B. Brown
Vice President and Treasurer
kbrown@collegeboard.org

FIELD SERVICES
Arthur Doyle
Vice President for Field Services and Corporate Marketing
adoyle@collegeboard.org

TEACHING AND LEARNING
Howard Everson
Vice President for Teaching and Learning
heverson@collegeboard.org

GUIDANCE, ACCESS, AND ASSESSMENT SERVICES
Gretchen Rigol
Vice President
grigol@collegeboard.org

STUDENT ASSISTANCE SERVICES
Hal Higginbotham
Vice President
hhigginbotham@collegeboard.org

Founded in 1900, The College Board is committed to maintaining academic standards and broadening access to higher education, focusing on the transition from high school to college. With headquarters in New York City, the board is both a membership association and a program-based organization. To achieve its goals, the board sponsors a broad array of programs and services in guidance, admissions, placement, financial aid, and credit by examination.

In addition to the New York office, the College Board maintains six regional offices throughout the United States to work directly with institutions and individuals in all 50 states, the District of Columbia, and Puerto Rico. The board's office in Washington, DC, serves as liaison with federal and state

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College and University Personnel Association

CUPA

government agencies and other associations, monitors state and federal policies in education, and conducts education policy research. The board's formal membership includes more than 3,300 colleges and universities, secondary schools, university and school systems, and education associations and agencies.

In addition, the board is chartered to sponsor research, provide a forum to discuss common problems of secondary education, and address questions of educational standards.

1233 20th St., NW, Suite 301
Washington, DC 20036-1250
Telephone: (202) 429-0311
Fax: (202) 429-0149
Web: http://www.cupa.org

Susan Jurow
Executive Director
Ext. 388
sjurow@cupa.org

ADMINISTRATIVE SERVICES
Eric K. Mills
Controller
Ext. 381
ekmills@cupa.org

MEMBERSHIP
Susan E. Cipollini
Manager of Membership
Ext. 383
scipolli@cupa.org

RESEARCH AND ANALYTICAL SERVICES
John W. Quinley, Ed.D.
Director of Research and Analytical Services
Ext. 385
quinley@cupainet.cupa.org

COMMUNICATIONS
***Audrey R. Rothstein, CAE**
Director of Communications
Ext. 391
arothste@cupa.org

Michelle Thompson
Marketing Manager
Ext. 371
thompson@cupainet.cupa.org

Melissa Edeburn
Editor
Ext. 394
edeburn@cupainet.cupa.org

PROFESSIONAL DEVELOPMENT
Susan Reichbart
Director of Professional Development
Ext. 386
sreichba@cupa.org

James H. Alphen
Manager, Education Programs
Ext. 330
jalphen@cupainet.cupa.org

GOVERNMENT RELATIONS AND THE CUPA FOUNDATION
Michael P. Aitken
Director of Government Relations and The CUPA Foundation
Ext. 390
maitken@cupa.org

Established more than 50 years ago, the College and University Personnel Association (CUPA) is an international network of more than 6,400 human resource administrators serving almost 1,700 colleges and universities. The association promotes the effective management and development of human resources in higher education. CUPA provides a forum for the exchange of ideas through annual conventions, workshops, and seminars; annual research and analysis on administrative and faculty salaries, benefits, and other surveys and special study reports; and periodicals, monographs, books, and videotapes on topics of interest to human resource practitioners.

Through its national office in Washington, DC, the association keeps its members abreast of the most recent judicial decisions affecting human resource management and communicates that information to members through columns such as "Legal Watch" in the semimonthly newsletter, *CUPA News*. Additionally,

CUPA provides members with legislative information through "Legislative Update" and "Legislative Tracker" columns in *CUPA News*. To keep members up to date on the latest benefits information, the benefits information program administered by the CUPA Foundation supplies "Benefits Watch" columns in *CUPA News*, as well as special reports and benefits alerts, which are mailed as events happen.

The board of directors, composed of elected regional and national officers from CUPA member institutions, provides governance and leadership to the association. CUPA offers seven types of membership—institutional, individual, retiree, student, associate, international associate, and corporate.

* Media Contact

Council for Advancement and Support of Education

CASE

1307 New York Ave., N.W. Suite 1000
Washington, DC 20005-4701
Telephone: (202) 328-5900
Fax: (202) 387-4973
Web: http//www.case.org

OFFICE OF THE PRESIDENT

Eustace D. Theodore
President
theodore@case.org

Nancy P. Callaway
Chief of Staff
callaway@case.org

Gwen Cantrell
Executive Assistant, President
cantrell@case.org

COMMUNICATIONS

Sarah Hardesty Bray
Vice President, Communications
bray@case.org

Mary Dalheim
Editor, CURRENTS
dalheim@case.org

Mike McDowell
Director of Public Affairs
mcdowell@case.org

Nancy Raley
Director of Book Publishing and Fulfillment Operations
raley@case.org

***Steven Weiss**
Online and Media Relations Director
(202) 478-5680
weiss@case.org

Eric Wentworth
Director of Federal Government Relations
wentworth@case.org

EDUCATION

Patricia Jackson
Vice President, Education
tjackson@case.org

Joanne Catlett
Awards Programming Director
catlett@case.org

Brett Chambers
Director of Educational Initiatives
chambers@case.org

Karen Reinbacher
Annual Meetings Director
reinbacher@case.org

Norma Walker
Director of Conference Operations
walker@case.org

FINANCE AND ADMINISTRATION

Charles Lee
Vice President, Finance and Administration
clee@case.org

Sheryl Brannon
Director of Conference Services and Procurement
brannon@case.org

Don Falkenstein
Controller
falkenstein@case.org

Jon Gorner
Director of Information Management Systems
gorner@case.org

Greg Humpert
Director of National Clearinghouse for Matching Gift Information
humpert@case.org

Peggy Quinn
Director of Human Resources and Administrative Services
quinn@case.org

MARKETING

Julie Landes
Vice President, Marketing
landes@case.org

Wendy Bogart
Art Director
bogart@case.org

Cedric Calhoun
Membership Development Director
calhoun@case.org

BEST COPY AVAILABLE

Lyn Page
Marketing Promotions Director
lpage@case.org

PROFESSIONAL DEVELOPMENT
Paul Chewning
Vice President, Professional Development
chewning@case.org

John Abrahams
Director of Research and Information
abrahams@case.org

Janet Sailian
Director of International Programs
sailian@case.org

(Open)
CASE Information Center Director

STRATEGIC INITIATIVES
Thomas Grabau
Vice President, Strategic Initiatives
grabau@case.org

Mary Joan McCarthy
Director of Resource Development and Special Projects
mccarthy@case.org

CASE EUROPE
Colin Boswell
CASE Europe Executive Director
cboswell@eurocase.demon.co.uk

The purposes of the Council for Advancement and Support of Education (CASE) are to develop and foster sound relationships between member educational institutions and their constituencies; to provide training programs, products, and services in the areas of alumni relations, communications, and philanthropy; to promote diversity within these professions; and to provide a strong workforce for the advancement and support of education worldwide. Approximately 2,900 colleges, universities, and independent elementary and secondary schools worldwide are members of CASE. Representing these institutions are nearly 18,000 individuals in the fields of alumni relations, communications, and philanthropy.

CASE offers professional development opportunities for member representatives through approximately 100 yearly conferences, workshops, forums, and institutes; publications and instructional videos; and annual awards programs. CASE publishes CURRENTS, an award-winning magazine for advancement professionals. It also encourages scholarly research and greater concern for professional values and standards in institutional advancement.

To assist its member institutions, CASE is able to offer evaluations or audits of programs in all areas of institutional advancement. CASE also maintains three national clearinghouses: one for corporate matching gift information, one for ethics in educational fund raising, and one for institutionally related foundations.

CASE also serves the needs and interests of members by tracking public attitudes toward higher education, and through forums, conferences, special projects, and joint public and government affairs activities with other higher education associations and member institutions.

The CASE information center has available case studies, periodicals, publications, surveys, reports, dissertations, and expert sources on all aspects of institutional advancement and a variety of other education issues.

Council for American Private Education

CAPE

18016 Mateny Rd. #140
Germantown, MD 20874
Telephone (301) 916-8460
Fax (301) 916-8485

***Joseph W. McTighe**
Executive Director
cape@impresso.com

Patricia A. McTighe
Executive Assistant
cape@impresso.com

The Council for American Private Education (CAPE) is a coalition of 12 national elementary and secondary private school associations. Our members' schools are nonprofit and subscribe to a policy of nondiscrimination in their admissions. The CAPE member organizations represent approximately 70 percent of the 5.9 million children in private schools. There are 32 state CAPE affiliates, extending the coalition throughout the country.

Council of Chief State School Officers

CCSSO

One Massachusetts Ave., NW, Suite 700
Washington, DC 20001-1431
Telephone: (202) 408-5505
Fax: (202) 408-8072
Web: http://www.ccsso.org

Gordon M. Ambach
Executive Director

Wayne H. Martin
Director, State Education Assessment Center

Cynthia G. Brown
Director, Resource Center on Educational Equity

Carnie Hayes
Director, Federal-State Relations

***Ms. Billie Rollins**
Director, Strategic Planning and Communications

John T. MacDonald
Director, State Leadership Center

Established in 1927, the Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of the public officials who head departments of education in the 50 states; the District of Columbia; the U.S. extrastate jurisdictions of American Samoa, Guam, Northern Mariana Islands, Puerto Rico, and the Virgin Islands; and the Department of Defense Dependents Overseas Schools. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Through its structure of committees and task forces, the council responds to a broad range of concerns about education and provides leadership on major education issues. Because the council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and provides leadership for a variety of policy concerns that affect elementary and secondary education.

*** Media Contact**

Council on Government Relations

COGR

1200 New York Ave., N.W.
Suite 320
Washington, D.C. 20005
Telephone: (202) 289-6655
Fax: (202) 289-6698

***Milton Goldberg**
President

Katharina Phillips
Vice President

The Council on Governmental Relations (COGR) is an organization of more than 140 research-intensive universities whose Board of Directors is composed of research and academic administrators, technology professionals, and business officers from those universities. The council concerns itself with the expanding influence of government regulations, policies, and practices on the performance of research at colleges and universities. COGR provides information to its members and makes recommendations to executive agencies of government with regard to agency practices that affect university research.

COGR's primary function consists of helping to develop policies and practices that fairly reflect the mutual interest and separate obligations of federal agencies and universities in federal research and training. In recent years, COGR's activities have reflected awareness of the growing interface between federal and private sector funding.

COGR provides a focus for responding to federal rule making on matters important to research universities, brings news of important federal initiatives to university members, promotes good management practices, and joins with government and associations, or both, to deal with problems in the management of federal funds.

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Council of Graduate Schools

CGS

One Dupont Circle, Suite 430
Washington, DC 20036
Telephone: (202) 223-3791
Fax: (202) 331-7157
Web: http://www.cgsnet.org

Jules B. LaPidus
President
jlapidus@cgs.nche.edu

Thomas J. Linney Jr.
Vice President and Director of Government and Association Relations
tlinney@cgs.nche.edu

***Peter D. Syverson**
Vice President for Research and Information Services
psyverson@cgs.nche.edu

Nancy A. Gaffney
Vice President, Finance and Administration
ngaffney@cgs.nche.edu

The Council of Graduate Schools (CGS) was established in 1961 as an organization of institutions of higher education engaged in graduate education, research, scholarship, and the preparation of candidates for advanced degrees. There are 426 graduate schools holding membership in CGS, including 10 Canadian universities, seven sustaining members, and seven international associate members. The U.S. institutions enroll 75 percent of all graduate students and grant 97 percent of the doctoral degrees and 70 percent of the master's degrees awarded in the United States.

The council is dedicated to the improvement and advancement of graduate education. CGS acts as a convening authority, bringing graduate deans together in task forces, committees, workshops, seminars, and annual meetings to discuss and take action on major issues in graduate education. Meetings and their publications provide the forum for the exchange of ideas and offer the opportunity for graduate deans to call upon the resources of the membership to assist them in the administration of graduate programs.

CGS provides representation in Washington, DC, for the graduate community as a communications link between its members, Congress, the press, and the general public. It functions together with other associations concerned with graduate education and research to provide information to and from the graduate campuses. CGS also provides the most current statistics available on enrollments and degree production and provides publications and reports on issues of fundamental importance to graduate education.

Council for Higher Education Accreditation

CHEA

One Dupont Circle, Suite 510
Washington, DC 20036-1135
Telephone: (202) 955-6126
Fax: (202) 955-6129

***Judith Eaton**
President
chea@chea.org

Monica Chestnut
Assistant to the President
chea@chea.org

The Council for Higher Education Accreditation (CHEA) is a nonprofit membership organization of higher education colleges and institutions. It is supported by these member institutions and regional, national, and specialized and professional accrediting bodies. Established in 1996, CHEA serves as a national advocate for voluntary self-regulation through accreditation. One of CHEA's missions is to promote academic quality through the formal recognition of higher education accrediting bodies (previously conducted by the Commission on Recognition of Post-secondary Accreditation [CORPA]). CHEA is committed to coordinating research and debate to improve accreditation, collecting and disseminating data and information about accreditation, fostering communication between and among accrediting associations and the higher education community, and promoting innovation in accreditation policies and practices. The Council for Higher Education Accreditation is working to preserve the quality and diversity of colleges and universities.

The Council of Independent Colleges

CIC

and

Consortium for the Advancement of Private Higher Education

CAPHE

One Dupont Circle, Suite 320
Washington, DC 20036
Telephone: (202) 466-7230
Fax: (202) 466-7238
Web: http://www.cic.edu

Allen P. Splete
President
asplete@cic.nche.edu

Russell Y. Garth
Executive Vice President
rgarth@cic.nche.edu

Michelle D. Gilliard
Executive Director, CAPHE
mgilliar@cic.nche.edu

Mary Ann F. Rehnke
Vice President for Annual Programs
mrehnke@cic.nche.edu

Candace Groudine
Vice President for Development
cgroudine@cic.nche.edu

***Stephen G. Pelletier**
Vice President for Communications
sgp@cic.nche.edu

Juan A. McGruder
Assistant Director, CAPHE
jmcgruder@cic.nche.edu

Founded in 1956, the Council of Independent Colleges (CIC) is an international association of 450 independent liberal arts colleges and universities. CIC works with college presidents, academic deans, other administrators, and faculty to help its member institutions enhance educational programs, improve their administrative and financial performance, and increase their institutional visibility. CIC is known as both a source of practical advice for college leaders and as a resource of ideas for educational reform.

CIC's annual conferences include the Presidents Institute (and New Presidents Workshop); the Deans Institute (and New Deans Workshop), for chief academic officers; regional workshops for faculty; a renewal weekend for college and university presidents and their spouses; and workshops on current topics. For the past eight years, CIC has sponsored an annual workshop on Information Technologies in Pittsburgh. In addition, CIC sponsors major national programs on a wide range of issues. Current programs include Engaging Communities; Implementing Urban Missions; Enabling Leadership in Information Technologies; Learning to Serve, Serving to Learn; and Enhancing Black College Leadership, a cooperative project with The College Fund/UNCF. Another important service is the CIC Tuition Exchange Program, the second largest in the country. CIC also publishes books, reports and newsletters tailored to the interest of its constituency.

Founded by funders to strengthen the contributions to society of private colleges, the Consortium for the Advancement of Private Higher Education (since 1993 an operating unit of CIC) designs and administers directed-grant competitions; offers technical assistance to funders; and disseminates ideas resulting from its programs. CAPHE currently administers these programs: Faculty Roles, Faculty Rewards, and Institutional Priorities; the College Community Partnership Program; and Planning for Leadership.

*** Media Contact**

Council for International Exchange of Scholars

CIES

3007 Tilden St., NW, Suite 5L
Washington, DC 20008-3009
Telephone: (202) 686-4000
Fax: (202) 362-3442
Web: www.cies.org
E-mail: scholars@cies.iie.org (gen. info. requests)
apprequest@cies.iie.org (application requests)

Patti McGill Peterson
Executive Director

***Christine Morfit**
Deputy Director

Mada McGill
Project Director

The Council for International Exchange of Scholars (CIES) cooperates in the administration of the Fulbright Senior Scholar Program under a grant from the U.S. Information Agency, which funds and administers the Fulbright Program. CIES announces each year approximately 700 Fulbright awards for American faculty and professionals to teach or conduct research at universities in nearly 130 countries. CIES conducts the peer review for U.S. scholar applications and recommends candidates for final consideration by Fulbright agencies abroad and the presidentially appointed J. William Fulbright Foreign Scholarship Board. CIES also assists in administering approximately 700 Fulbright awards made each year to scholars from other countries for research or teaching in the United States. In addition to the Fulbright Senior Scholar Program, CIES administers the NATO fellowships for advanced research on the Alliance, and a Ford Foundation Asia Fellowship Program to strengthen regional expertise on Asia.

Council on Library and Information Resources

CLIR

1755 Massachusetts Avenue, N.W.
Suite 500
Washington, DC 20036
Telephone: (202) 939-4750
Fax: (202) 939-4765
Web: http://clir.org

***Deanna Marcum**
President

The Council on Library and Information Resources (CLIR) is the outcome of the merger of the Council on Library Resources (CLR) and the Commission on Preservation and Access (CPA). CLIR officially came into being on May 30, 1997, when the board ratified its articles of incorporation and its bylaws. The merger marked the end of a two-and-a-half-year process of examining the missions, programs, and aspirations of CLR and CPA.

CLIR's statement of mission calls on the organization to identify the critical issues that affect the welfare and prospects of libraries and archives to convene individuals and organizations in the best position to engage these issues, and to encourage institutions to work collaboratively to achieve and manage change. CLIR bases its mission on the conviction that information is a public good and of great social, intellectual, and cultural utility. It has set its sights on a few targeted programs: the Commission on Preservation and Access will retain its identity as a program of CLIR, along with programs for Digital Libraries, the Economics of Information, and Leadership.

CLIR will work with many different associations, scholarly societies, networks, and institutions of higher education, both national and international. It aims to be a forum for discussing candidly the changes—welcome and unwelcome, anticipated and unforseen—that will inevitably accompany the efforts of libraries, archives, and information organizations to integrate digital resources and services into their well-established print-based environments.

CLIR will initially maintain four major programs: the Commission on Preservation and Access, Digital Libraries, the Economics of Information, and Leadership. In each of these programs, it will consider libraries and archives not as isolated organizations, but as components of a larger information structure that also includes colleges and universities, computer centers, and publishers.

Educational Resources Information Center Clearinghouse on Higher Education

ERIC/HE

One Dupont Circle, Suite 630
Washington, DC 20036-1183
Telephone (202) 296-2597, (800) 773-3742
Fax: (202) 452-1844
Web: http://eriche@eric-he.edu

***Dr. Adrianna Kezar**
Director
akezar@eric-he.edu

Patricia Wood
Literature Database Manager
pwood@eric-he.edu

Lynne Scott
Publications Manager
lscott@eric-he.edu

Carla Kreppein
Administrative Assistant
ckreppei@eric-he.edu

Debra Herron
Fulfillment Specialist
dherron@eric-he.edu

Matthew Grant
Shipping Manager
mgrant@eric-he.edu

The George Washington University, under contract with the Office of Educational Research and Improvement, maintains the ERIC Clearinghouse on Higher Education (ERIC/HE). The clearinghouse collects, screens, indexes, and abstracts journals and nonjournal higher education literature for inclusion in the two ERIC monthly bibliographic journals, *Resources in Education* and *Current Index to Journals in Education*. The clearinghouse works closely with higher education institutions, associations, foundations, government-sponsored programs, and individuals in the higher education community to create greater awareness and utilization of this literature.

As part of this activity, the clearinghouse publishes the *ASHE-ERIC*

Higher Education Reports, a monograph series on major higher education issues. All staff members of the association are encouraged to call upon the clearinghouse to aid them in the identification and analysis of higher education literature. Resources include a CD-ROM computer-generated bibliography service, the entire ERIC microfiche collection, and staff assistance.

Educational Resources Information Center Clearinghouse on Teaching and Teacher Education

ERIC/SP

1307 New York Avenue, NW, Suite 300
Washington, DC 20005
Telephone: (202) 293-2450, (800) 822-9229
Fax: (202) 457-8095
E-mail: query@aacte.org
Web: http://www.ericsp.org

***Mary E. Dilworth**
Director
mdilworth@aacte.org

Judy A. Beck
Associate Director–Management
jbeck@aacte.org

Liane M. Summerfield
Associate Director–HPERD
lsummerfield@aacte.org

Joan M. Ferraro
User Services Coordinator
jferraro@aacte.org

Mark F. Pioli
Document Processing Coordinator
mpioli@aacte.org

Brinda L. Albert
Webmaster/Publications Specialist
balbert@aacte.org

Lois J. Lipson
Acquisitions/Outreach Coordinator
llipson@aacte.org

Linda M. Kelly
Administrative Assistant
lkelly@aacte.org

Ismat Abdal-Haqq
Clinical Schools Clearinghouse Coordinator
iabdal-haqq@aacte.org

The Educational Resources Information Center (ERIC) is a federally funded, nationwide information network designed to provide you with ready access to education literature. At the heart of ERIC is the largest database in the world, containing more than 850,000 records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC Clearinghouse on Teaching and Teacher Education, one of 16 ERIC clearinghouses, collects, abstracts, and indexes education materials for the ERIC database; responds to requests for information in the subject areas of health, physical education, recreation, and dance (HPERD), teaching, and teacher education; and produces special publications on current research, programs, and practices.

The Adjunct ERIC Clearinghouse on Clinical Schools (ADJ/CL) provides sources of information on professional development schools (PDSs), professional practice schools, clinical schools, partner schools, and similar institutions. ADJ/CL acquires, abstracts, and indexes literature on professional development schools for the ERIC database; produces bibliographies, periodic papers, digests, and other material on PDS issues, and conducts research on PDSs. The ERIC Clearinghouse on Teaching and Teacher Education is located at the American Association of Colleges for Teacher Education. Appointments are recommended for on-site database searching via CD-ROM or for use of the full-text microfiche collection. The clearinghouse is open from 9 a.m. to 5 p.m.

*** Media Contact**

Educational Testing Service

ETS

Rosedale Rd
Princeton, NJ 08541
Telephone: (609) 921-9000
Fax: (609) 734-5410

1800 K St., NW, 9th Floor
Washington, DC 20006
Telephone: (202) 659-0616
Fax: (202) 659-8075

Nancy S. Cole
President
Ncole@ets.org

***Edward Tate**
Director, Media Relations

Patricia H. McAllister
Director of Washington, DC, Office
PMcAllister@ets.org

Educational Testing Service (ETS), with headquarters in Princeton, New Jersey, is the world's premier educational measurement institution and a leader in educational research. The nonprofit organization develops and administers achievement, occupational, and admissions tests for clients in education, government, and business. ETS has field offices in Georgia, Illinois, California, Puerto Rico, Washington, DC, and Arizona. ETS and its subsidiary, The Chauncey Group International, annually administer 9 million tests in the United States and 180 countries.

The Washington, DC office monitors all federal and state legislation of interest to ETS; works with other field service office directors, program staff, and executive officers in formulating and drafting company positions on government issues; represents ETS's interests with congressional staff and agency personnel; and provides consulting on testing issues to Washington-based associations.

Hispanic Association of Colleges and Universities

HACU

2040 Gardendale St., Suite 216
San Antonio, TX 78229
Telephone: (210) 692-3805
Fax: (210) 692-0823

One Dupont Circle, Suite 230
Washington, DC 20036
Telephone: (202) 833-8361
Fax: (202) 833-8367

Roger A. Campos, Esq.
Vice President of Governmental Relations
dcgovrel@erols.com

Dr. William Doonan
Director of HNIP
(202) 467-0893

***Lorena Pulido**
Director of Public Affairs
(210) 692-3805

The Hispanic Association of Colleges and Universities (HACU) is a national association of higher education representing over 200 Hispanic-Serving Institutions (HSIs) and associate member institutions located in 12 states and Puerto Rico. The association created an international membership category in 1995 and is now enrolling new members. The term "Hispanic-Serving Institution" is a legislative definition created in the Higher Education Act amendments of 1992 under Title III(A), and is used to describe institutions eligible for certain federal programs. The mission of HACU is to promote the development of member colleges and universities; to improve access to and the quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of business, industry, and government through the development and sharing of resources, information, and expertise.

Institute for Educational Leadership

IEL

1001 Connecticut Ave., NW, Suite 310
Washington, DC 20036
Telephone: (202) 822-8405
Fax: (202) 872-4050
E-mail: iel@iel.org
Web: http://www.iel.org

***Michael D. Usdan**
President
usdanm@iel.org

Elizabeth L. Hale
Vice President & Director, Leadership Programs
haleb@iel.org

Martin Blank
Director, Community Collaborations
blankm@iel.org

Louise Clarke
Chief Administrative Officer
clarkel@iel.org

Jacqueline Danzberger
Director, Governance Programs
danzberg@iel.org

Margaret Dunkle
Director, Policy Exchange
dunklem@iel.org

Harold "Bud" Hodgkinson
Co-Director, Center for Demographic Policy

Barbara McCloud
Director, Superintendents Prepared Program
mccloudb@iel.org

Alfred Ramirez
Director, Hand in Hand Project
ramireza@iel.org

Joan Wills
Director, Center for Workforce Development
wills@iel.org

The Institute for Educational Leadership (IEL) is a not-for-profit, nonpartisan organization founded in 1964. IEL's mission is to strengthen the capacity of individuals and organizations to work across the boundaries of institutions, beliefs and values to

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improve the education and well-being of children and youth. IEL employs three core strategies: leadership development, support and networking services that develop and support leaders who can work effectively across boundaries; policy analysis and convening that produce informed policy and provide incentives and tools that facilitate effective enterprises; and bridge building between schools, other community institutions and citizens at all levels to create effective relationships on behalf of better results for children and youth.

Through these inextricably linked strategies, IEL supports and informs current leaders; develops the capacity of diverse individuals who aspire to leadership positions; creates forums for the discussion of complex issues; links policy with practice; connects the education system with its array of constituencies; connects educators to professional support networks; engages individuals and organizations in collaborative efforts; and examines governance structures and issues. Operating nationwide, IEL is an organization with broad and deep state and local connections, programs, and networks.

* Media Contact

NAFSA: Association of International Educators

1307 New York Avenue, NW, 8th Floor
Washington, DC 20005-4701
Telephone: (202) 737-3699
Fax: (202) 737-3657
Web: http://www.nafsa.org

Marlene Johnson
Executive Director and CEO
marlenej@nafsa.org

Jeanne-Marie Duval
Associate Executive Director
jeannemd@nafsa.org

Steven Kennedy
Senior Director for Product Development and Acquisitions
stevek@nafsa.org

***Vic Johnson**
Senior Director for Public Affairs
vicj@nafsa.org

Betsey Lyon
Director of Editorial and Publishing Services
betseyl@nafsa.org

Christine Boucher
Senior Director, Organizational Advancement
christineb@nafsa.org

For over 50 years, NAFSA: Association of International Educators has provided training, information, and other educational services to professionals in the field of international educational exchange. It serves more than 8,300 directors of international offices, deans of international education, admissions officers, administrators and teachers of English as a foreign language, faculty members, foreign student advisers, community volunteers, and study-abroad program directors and advisers representing more than 2,000 colleges and universities.

Programs and services include workshops and in-service training to strengthen service to foreign students and scholars on U.S. campuses and to U.S. students abroad, including national and regional conferences, information services, and liaison with U.S. government agencies and other educational associations. NAFSA publishes print and electronic newsletters; a quarterly magazine titled *International Educator*, the NAFSA *Government Affairs Bulletin*, reporting on governmental activities affecting international educational exchange; handbooks and videos on all aspects of the exchange process, including immigration and taxation, intercultural learning, health, and reentry; and a directory of more than 8,300 institutions and individuals involved in international educational exchange. Many of NAFSA's resources can be accessed online at http://www.nafsa.org.

National Association for College Admission Counseling

NACAC

1631 Prince Street
Alexandria, VA 22314
Telephone: (703) 836-2222
Fax: (703) 836-8015
Web: http://www.nacac.com

Joyce E. Smith
Executive Director
jsmith@nacac.com

***Shanda Thomas Ivory**
Chief Officer of Communications, Publications and Technology Cluster
sivory@nacac.com

Gina S. Harps
Director of Communications, Publications and Technology
gharps@nacac.com

Ruth C. Granados
Director of Government Relations
rgranados@nacac.com

Desiree Jaworski
Chief Officer of Finance, Database and Operations Cluster
djaworski@nacac.com

Dee Dee Faulkner
Director of Member Services and Development
dfaulkner@nacac.com

Mark C. Milroy
Chief Officer of Programs and Services Cluster
mmilroy@nacac.com

Gregory A. Ferguson
Director of National College Fairs, Programs and Services
gferguson@nacac.com

J. Scott Lindley
Director of National Conference, Meetings, Programs and Services
slindley@nacac.com

Donna L. Raczynski
Director of Professional Development, Programs and Services
draczynski@nacac.com

The National Association for College Admission Counseling (NACAC) is an education association of secondary school counselors, college and university admissions officers and counselors, and related individuals who work with students as they make the transition from high school to postsecondary education. Members of NACAC recognize that real choice for students and their families demands information and communication. NACAC, which is both national and international, represents more than 5,000 members at the secondary, college, and university levels of education and in a variety of organizations and agencies. Members work to develop counseling programs and services for admission and financial assistance that eliminate bias. They also place the highest priority on counseling individual students according to the NACAC Statement of Principles of Good Practice, the code of ethical conduct for all individuals and institutions involved in the admission process.

National Association of College and University Attorneys

NACUA

One Dupont Circle, Suite 620
Washington, DC 20036-1182
Telephone: (202) 833-8390
Fax: (202) 296-8379
Web: http://www.nacua.org

Sheila Trice Bell
Executive Director and Chief Executive Officer
stb@nacua.org

Yoona Kim
Director, Legal Reference Service
yk@nacua.org

***Linda E. Henderson**
Manager of Publications
leh@nacua.org

Susan B. Shelton
Meetings Manager
sbs@nacua.org

The National Association of College and University Attorneys (NACUA) is an organization whose purpose is to improve the quality of legal assistance to colleges and universities by educating attorneys and administrators on the nature of campus legal issues. Through early identification and analysis of legal problems, and through its publications and legal reference service, NACUA helps colleges and universities reduce time and costs for basic legal services. Established in 1961, the association has a membership of more than 2,800 attorneys, representing about 1,300 campuses. NACUA's legal reference service provides timely assistance to member attorneys in all areas of higher education law. It is home to thousands of cases, briefs, policies, contracts and other legal and policy-related documents. As such, it is the leading national clearinghouse used by attorneys representing higher education

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institutions. The association also publishes *The Journal of College and University Law* and the *College Law Digest*, and maintains 11 topic subgroups for legal specialists. It conducts continuing legal education seminars and a major annual conference each year and actively cosponsors programs on legal topics with other associations.

National Association of College and University Business Officers

NACUBO

2501 M St., NW
Suite 400
Washington, DC 20037-1308
Telephone: (202) 861-2500
Fax: (202) 861-2583
Web: http://www.nacubo.org

EXECUTIVE OFFICE
James E. Morley Jr.
President

LaFaundra Neville
Executive Secretary

CENTER FOR ACCOUNTING, FINANCE AND INSTITUTIONAL MANAGEMENT
Larry Goldstein
Senior Vice President

Bob Shepko
Director

COMMUNICATIONS
***Carla Balakgie**
Vice President for Organizational Advancement and Member Resources

Donna Klinger
Director for Publications

PROFESSIONAL DEVELOPMENT
Lynn Malarz
Vice President of Educational Services

Patricia Morgan Neal
Associate Director

PUBLIC POLICY/MANAGEMENT PROGRAMS
Christine Larger
Director

Anne Gross
Associate Director

HUMAN RESOURCES, ADMINISTRATIVE SERVICES
Ingrid Renaud
Director, Human Resources and Administration

MEMBERSHIP
Wes Trochil
Director, Membership Services

MIS
Jeffrey Allcroft
Director

ACCOUNTING AND FINANCE
Wei Zhong
Manager of Accounting

NACUBO is a nonprofit professional organization representing chief administrative and financial officers at more than 2,100 colleges and universities across the country. More than two-thirds of all institutions of higher learning in the United States are members of NACUBO. NACUBO's mission is to promote sound management and financial practices at colleges and universities.

NACUBO's members are nonprofit and for-profit organizations located in the United States and abroad. All are committed to excellence in higher education finance and administration.

NACUBO, founded in 1962, is governed by a board of directors composed of leaders in higher education financial management from around the country.

NACUBO has a professional staff of approximately 50 persons, skilled in finance, management, and federal issues applicable to the field of higher education.

*** Media Contact**

National Association of Elementary School Principals

NAESP

1615 Duke St
Alexandria, VA 22314-3483
Telephone (703) 684-3345
Fax (703) 548-6021, (703) 549-5568, (800) 386-2377
Web http://www.naesp.org

Samuel G. Sava
Executive Director
ssava@naesp.org

Warren T. Greenleaf
Deputy Executive Director
tgreenleaf@naesp.org

Fred Brown
Associate Executive Director of Membership and Affiliate Relations
fbrown@naesp.org

Louanne Wheeler
Director of Communications
lwheeler@naesp.org

Deborah Reeve
Associate Executive Director for Special Projects
dreeve@naesp.org

Leon E. Greene
Director of Publications
lgreene@naesp.org

***June Million**
Director of Public Information
jmillion@naesp.org

Gail C. Gross
Associate Executive Director for Marketing and Educational Resources
ggross@naesp.org

Doris Belfield
Director of Administration
dbelfield@naesp.org

Sally McConnell
Director of Government Relations
smcconnell@naesp.org

Merrie Hahn
Director of Programs Administration
mhahn@naesp.org

Marguerite Leishman
Director of Conventions
mleishman@naesp.org

Margaret Evans
Director of Student Services
mevans@naesp.org

Since 1921, the National Association of Elementary School Principals (NAESP), a nonprofit, professional membership organization, has been dedicated to ensuring that all children receive the best education possible and to sustaining and promoting the highest professional standards among elementary and middle school principals. NAESP serves 27,000 members and 51 state affiliates through a wide variety of award-winning publications; national and regional professional development seminars; an annual convention and exhibition; lobbying for federal and state legislation; legal assistance; salary surveys and career advancement benefits; research services; national recognition programs; and educational products for educators, students, and parents. To underscore its enduring premise that the building-level principal is the single most important factor in determining the effectiveness of a school, NAESP works to strengthen the profession and heighten public awareness and understanding of preK-8 education with Congress and the executive branch, federal agencies, local and state governments, other education groups, the business world, and the news media.

National Association for Equal Opportunity in Higher Education

NAFEO

8701 Georgia Ave
Suite 200
Silver Spring, MD 20910
Telephone (301) 650-2440
Fax (301) 495-3306

Henry Ponder, Ph.D.
Chief Executive Officer and President

Wilma J. Roscoe
Vice President

***Roy Watson**
Media Relations

The National Association for Equal Opportunity in Higher Education (NAFEO), founded in 1969, is a nonprofit, voluntary, independent association of 116 historically and predominantly black colleges and universities enrolling some 300,000 students. NAFEO is organized to articulate the need for a higher education system where race, income, and previous education are not determinants of either the quality or the quantity of higher education. NAFEO, as the collective voice of the historically black colleges and universities, has helped shape the modern policy that views the historically black colleges and universities as a vital national resource. It articulates members' views on the national scene as a member of the American Council on Education. It has presented amici briefs in the federal courts, laying a sound legal basis for supporting blacks in higher education and for enhancing historically black colleges. It also has distributed frequent news releases and performed other prestige-building services for historically black colleges and universities.

The four major objectives of NAFEO are to serve as (1) a voice for historically black colleges, (2) a clearinghouse of information on black colleges, (3) a coordinator of black higher education, and (4) a presidential resource.

National Association of Independent Colleges and Universities

NAICU

1025 Connecticut Ave., NW, Suite 700
Washington, DC 20036
Telephone: (202) 785-8866
Fax: (202) 835-0003

David L. Warren
President
david@naicu.edu

Frank Balz
Vice President for Research and Policy Analysis
frank@naicu.edu

Sarah Flanagan
Vice President for Government Relations and Policy Development
sarah@naicu.edu

***Roland H. King**
Vice President for Public Affairs
roland@naicu.edu

The National Association of Independent Colleges and Universities (NAICU) is the national organization representing private colleges and universities on public policy issues with the legislative, executive, and regulatory branches of the federal government.

Founded in 1976, NAICU has more than 900 members nationwide that reflect the diversity of private, nonprofit higher education in the United States. NAICU members include traditional liberal arts colleges, major research universities, church and faith-related institutions, historically black colleges and universities, women's colleges, two-year colleges, and schools of law, medicine, engineering, business, and other professions.

To carry out its mission, NAICU promotes public policies that will assure all students the widest possible choice of institutions and programs; defends institutional integrity, freedom, and diversity; supports fiscal and tax policies that provide maximum encouragement for charitable giving to colleges and universities; and increases public awareness of the contributions made by independent higher education in meeting public needs.

*** Media Contact**

National Association of Independent Schools

NAIS

1620 L St., NW
Washington, DC 20036-5605
Telephone: (202) 973-9700
Fax: (202) 973-9790
Web: http://www.nais-schools.org

Peter D. Relic
President

Ann M. Hicks
Executive Vice President

Jefferson G. Burnett
Director of Government Relations

***Margaret W. Goldsborough**
Director of Public Information and Resource Development

As the national advocate for independent precollegiate education, the National Association of Independent Schools (NAIS) serves independent private schools by helping them maintain high standards and preserve the independence that gives them strength. A voluntary membership organization of more than 1,100 schools and organizations, NAIS speaks for member schools to the media, Congress, and federal departments and agencies, and also tracks and interprets new education, tax, and environmental health laws and regulations.

The association cosponsors The Association of Boarding Schools (a marketing consortium) and owns the School and Student Service for Financial Aid, which processes financial aid applications using a common needs analysis system. NAIS publishes *Independent School* magazine, as well as statistical surveys and numerous books and newsletters. NAIS offers a large annual conference, intensive summer workshops, and the CASE/NAIS independent schools conference. The association is especially concerned with issues related to equity and access in

education; pricing and affordability; marketing independent education; gender equity; multicultural education; and the professional development of heads, administrators, and trustees. NAIS is comprised of four main operational groups in addition to the president's office: institutional leadership, educational leadership, promoting independent education, and finance and administration. Independent schools are distinct from other private schools in that they are primarily supported by tuition, charitable contributions, and endowment income rather than by tax or church funds, and are independently governed by a board of trustees. All NAIS member schools are accredited, nonprofit, and racially nondiscriminatory.

National Association of Secondary School Principals

NASSP

1904 Association Dr.
Reston, VA 20191
Telephone: (703) 860-0200
Fax: (703) 476-5432
Web: http://www.nassp.org

Thomas Koerner, Ph.D.
Executive Director

Steve Yurek
Deputy Executive Director

John Dripps
Associate Deputy Director for Financial Services

Anne Miller
Corporate Partnerships Director

Robert Mahaffey
Director of Communications

***Annie R. Morgan**
Program Specialist of Public Relations

Mark Newman
PR/Marketing Specialist

Jeanne Harris
PR/Marketing Specialist

The National Association of Secondary School Principals (NASSP), the nation's largest school leadership organization, represents more than 45,000 high school and middle level educators, including principals, assistant principals, deans of students, college and university professors, and teachers. NASSP provides professional development programs to help school leaders serve middle and high school students in the United States and other nations. NASSP achieves this through sponsoring a national convention, special workshops, and award-winning publications. The association also promotes the interests of school leaders and education in Congress; conducts research on middle level and high school issues; sponsors the National Honor Society, the National Association of Student Councils, the National Association of Student Activity Advisers, the American Technology Minor Society, and the National Alliance of High Schools, which implements the reforms recommended in *Breaking Ranks: Changing an American Institution*; and organizes international exchanges for students and educators through its international partnerships program.

National Association of State Boards of Education

NASBE

1012 Cameron St.
Alexandria, VA 22314
Telephone: (703) 684-4000
Fax: (703) 836-2313
Web: http://www.nasbe.org

Brenda Welburn
Executive Director
brendaw@nasbe.org

Virginia Roach
Deputy Executive Director
virginia@nasbe.org

***David Kysilko**
Director of Publications
davidk@nasbe.org

David Griffith
Director of Governmental Affairs
davidg@nasbe.org

Carla Claycomb
Director of Policy Information Clearinghouse
carlac@nasbe.org

Carlos Vega-Matos
Project Director
carlosv@nasbe.org

The National Association of State Boards of Education (NASBE) is a nonprofit, private association with 501(c)(3) tax-exempt status that represents state and territorial boards of education. Our principal objectives include strengthening state leadership in educational policymaking; promoting excellence in the education of all students; advocating equality of access to educational opportunity; and assuring continued citizen support for public education. As the one organization representing state boards nationwide, we seek to further our goals through the provision of high-quality services in the following areas: training and technical assistance to members and the larger education community; sponsoring regional and national conferences on critical policy issues; publishing resource materials tailored to policy makers' needs; and communicating with Congress, federal agencies, business and industry, national associations, and other state decision-makers, including chief state school officers, state legislators, and governors.

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* Media Contact

National Association of State Universities and Land-Grant Colleges

NASULGC

1307 New York Avenue, NW
Suite 400
Washington, DC 20005-4701
Telephone: (202) 478-6040
Fax: (202) 478-6046

C. Peter Magrath
President
cmagrath@nasulgc.org

Teresa A. Streeter
Executive Associate to the President and Secretary of the Association
tstreeter@nasulgc.org

Ruth N. Smith
Director, Administration and Finance
Rsmith@nasulgc.org

Jerold Roschwalb
Director, Federal Relations–Higher Education
jroschwalb@nasulgc.org

Kerry D. Bolognese
Assistant Director, Federal Relations–Marine and Environmental Affairs
kbolognese@nasulgc.org

Jennifer M. Wingard
Director, Urban and Academic Programs
jwingard@nasulgc.org

Myron Johnsrud
Director, Extension and Outreach
mjohnsrud@nasulgc.org

Eddie E. Gouge
Assistant Director, Federal Relations–Food, Natural Resources, Environmental Affairs, and CARET
egouge@nasulgc.org

Mortimer Neufville
Director, Federal Relations–Food, Environment, and International Affairs
mneufville@nasulgc.org

N. Joyce Payne
Director, Minority and Human Resources Programs and Office for Advancement of Public Black Colleges
jpayne@nasulgc.org

Linda Kay Benning
Assistant Director, Extension and Outreach
lbenning@nasulgc.org

National Association of Student Financial Aid Administrators

NASFAA

1129 20th St., NW, Suite 400
Washington, DC 20036
Telephone: (202) 785-0453
Fax: (202) 785-1487
Web: http://www.nasfaa.org

***A. Dallas Martin Jr., Ph.D.**
President
martind@smtp.nasfaa.org

Joan Crissman
Executive Vice President
crissmanj@smtp.nasfaa.org

Barbara Gordon
Director for Professional Development
gordonb@smtp.nasfaa.org

Martha S. Guthrie
Director for Governmental Affairs
guthriem@smtp.nasfaa.org

Barry Pilson
Assistant Marketing Director
pilsonb@smtp.nasfaa.org

Sally Candon
Vice President for Finance and Administration
candons@smtp.nasfaa.org

Tim Christensen
Vice President for Planning, Development, and Administration
christensent@smtp.nasfaa.org

As the largest institutional membership based postsecondary education association in Washington, the National Association of Student Financial Aid Administrators (NASFAA) coordinates efforts nationally to improve the delivery of student assistance and to increase resources available to students. NASFAA is a nonprofit corporation of postsecondary institutions, individuals, agencies, and students interested in promoting the effective administration of student financial aid in the United States. There are over 3,200 members. From its inception, the association has sought to ensure access to postsecondary education for the many students of this nation through a variety of professional efforts in three basic areas: professional development, information dissemination, and legislative and regulatory analysis. NASFAA does not provide funds or administer aid to students, but it does promote and encourage programs that remove financial barriers to student enrollment and retention. NASFAA values students, education, diversity, and integrity. It is committed to access to higher education for all students and supports the removal of economic barriers to promote academic success.

Virginia M. Hammell
Assistant Director, Federal Relations–International Affairs
vhammell@nasulgc.org

***Cheryl Fields**
Director, Public Affairs
cfields@nasulgc.org

Jean L. Reddix
Secretary to the President
jreddix@nasulgc.org

Anthony Myers
Manager, Management Information Systems
tmyers@nasulgc.org

Founded in 1887, the National Association of State Universities and Land-Grant Colleges (NASULGC) is the nation's oldest higher education association. A voluntary association of 200 public research universities located in all 50 states, U.S. territories, and the District of Columbia, NASULGC campuses enroll more than 3.1 million students and have produced more than 20 million alumni. The association acts as a cohesive force for its members and brings their collective strength to bear on significant issues affecting public higher education. NASULGC's four basic goals are: (1) showing the central linkages between public higher education and the nation's economic interests; (2) affirming that the nation must provide access and opportunity for a college education to all who can benefit from the experience; (3) helping to strengthen the credibility of public higher education where its credibility has been threatened; and (4) making the case that the nation must make investment in public higher education a top priority at the national as well as state level.

National Association of Student Personnel Adminnistrators

NASPA

1875 Connecticut Ave., NW, Suite 418
Washington, DC 20009
Telephone: (202) 265-7500
Fax: (202) 797-1157
Web: http://www.naspa.org

Gwendolyn Jordan Dungy
Executive Director
gdungy@naspa.org

Kevin Kruger
Associate Executive Director
kkruger@naspa.org

***Maricka Oglesby**
Editorial Assistant
office@naspa.org

The National Association of Student Personnel Administrators (NASPA) serves senior student affairs officers of higher education institutions. NASPA's aim is to help its members foster the maximum personal development of students as members of society. To this end, NASPA organizes and sponsors research; a variety of publications, including a scholarly journal, a monthly newsletter, and two monographs per year; seminars, including the Richard F. Stevens Institute; and national and regional conferences. Its seven regions comprise a national network of resources and people that identify issues and address problems. In addition to senior student affairs officers, NASPA's 5,000 members include graduate students and administrators of student activities, career counseling, residence halls, and student development centers. As a benefit of membership, all members receive NASPA's journal and newsletter. NASPA's annual national conference provides its members with a major forum for discussion among their colleagues and an opportunity for professional enrichment.

*** Media Contact**

National Center on Education and the Economy

NCEE

700 11th St., NW, Suite 750
Washington, DC 20001
Telephone: (202) 783-3668
Fax: (202) 783-3672
Web: http://www.ncee.org

Marc Tucker
President
mtucker@ncee.org

Judy Codding
Vice President of Programs
jcodding@ncee.org

***Andy Plattner**
Director of Communications
aplattner@ncee.org

Neil Moran
Vice President of Business and Finance
nmoran@ncee.org

The National Center on Education and the Economy is dedicated to the development in the United States of a comprehensive education and human-resource development system that is second to none in the world. Through policy analysis, technical assistance, and professional development, the center—a private, nonprofit organization—assists schools, school districts, states, and firms in creating systems to ensure high skills for all Americans, from early childhood through adulthood.

The center's agenda was spelled out in two reports by major national commissions: *A Nation Prepared: Teachers for the 21st Century*, issued by the Carnegie Forum on Education and the Economy, and *America's Choice: High Skills or Low Wages!*, issued by the Commission on the Skills of the American Workforce. Together, the two reports called for a major overhaul of education and training to enable all Americans to live fulfilling, productive lives in the 21st century.

To carry out the agenda outlined in the two commission reports, the national center formed three programs: the National Alliance, the New Standards (formed with the Learning Research and Development Center at the University of Pittsburgh), and the Workforce Skills programs.

The national center's National Alliance program provides an intensive program of technical assistance and professional development designed to help states and districts implement a comprehensive program of standards-based reform, embracing all the components described above.

In the job training and labor market systems arena, the national center's Workforce Development program provides assistance to states and communities interested in constructing comprehensive school-to-work, job training, and labor market systems, built around systems of internationally benchmarked academic and occupational standards. The Workforce Development program has also benchmarked occupational skill standards and skill standards systems worldwide and is providing technical assistance to the National Skill Standards Board of the United States as that body develops a skill standards system for this country.

Building on these standards and assessments, the national center provides tools and technical assistance to support standards-based school reform in large urban centers, suburban districts, and rural towns. It draws on its strategic alliances with other organizations to help its partners implement the New Standards program and other state-of-

the-art systems of performance standards and assessments, develop curricula and instructional environments for students that are aligned with the standards, create school-to-work transition systems that help all students develop solid academic and technical skills they will need to have rewarding careers, build community support and services for students who would otherwise have a hard time succeeding in school, engage parents and other community members in the education of their children, and redesign the organization and management of schools and districts for high performance.

The National Center on Education and the Economy is the manager of the New Standards program, which has produced the nation's most comprehensive and integrated internationally benchmarked performance standards for the schools. New Standards also has developed a set of performance assessments in mathematics and English language arts that are matched to the standards. Assessments in science and applied learning are on the way.

National Center for Public Policy and Higher Education

152 North Third Street, Suite 705
San Jose, CA 95112
Telephone: (408) 271-2699
Fax: (408) 271-2697
Web: http://www.highereducation.org

1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
Telephone: (202) 822-6720
Fax: (202) 822-6730

Governor James B. Hunt, Jr.
Founding Chairman

Patrick M. Callan
President

Kristin D. Conklin
Director, Washington Office

***Heather L. Jack**
Director of Communications

The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It receives financial support from a consortium of national foundations spearheaded by the Pew Charitable Trusts, and is not affiliated with any institution of higher education or with any government agency.

The aim of the Center is to provide and stimulate leadership in the search for answers to critical questions about state and national priorities for higher education. The Center's projects and activities will be characterized by a bias toward action. The Center will serve as a resource, a clearinghouse and a constructive critic—seeking to stimulate, assist and prod government and higher education toward constructive change. The Center will engage nationally known individuals and organizations in its work, but will do so while recognizing each state's unique history and future.

National Collegiate Athletic Association

NCAA

6201 College Blvd
Overland Park, KS 66211-2422
Telephone: (913) 339-1906
Fax: (913) 339-1950
Web: http://ncaa.org

One Dupont Circle, Suite 400
Washington, DC 20036
Telephone: (202) 293-3050
Fax: (202) 293-3075

Cedric Dempsey
President

Doris L. Dixon
Director, Federal Relations
ddixon@ncaa.org

Daniel Nestel
Assistant Director, Federal Relations
dnestel@ncaa.org

***Wally Renfro**
Director, Public Relations
wrenfro@ncaa.org

The NCAA is a membership organization of colleges and universities that participate in intercollegiate athletics. The primary purpose of the association is to maintain intercollegiate athletics as an integral part of the student body. Activities of the NCAA membership include formulating rules of play for NCAA sports, conducting national championships, adopting and enforcing standards of eligibility, and studying all phases of intercollegiate athletics.

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National Council for Accreditation of Teacher Education

NCATE

2010 Massachusetts Ave., NW, Suite 500
Washington, DC 20036-1023
Telephone: (202) 466-7496
Fax: (202) 296-6620
Web: http://www.ncate.org

Arthur E. Wise
President

Donna Gollnick
Senior Vice President

Shari Francis
Vice President for State Relations

Boyce Williams
Vice President for Institutional Relations

***Jane Leibbrand**
Vice President for Communications

Marsha Levine
Director for Professional Development Schools

Emerson Elliott
Director of NPT Standards Development Project

Nancy Blasdel
Controller

***Tracy Leal Cecil**
Webmaster/Communications Assistant

The National Council for Accreditation of Teacher Education (NCATE) accredits schools, colleges, and departments of education within higher education institutions that provide professional preparation for teachers and other school specialists. The U.S. Department of Education recognizes NCATE as the only authorized accrediting body for schools, colleges, and departments of education in higher education settings. NCATE sets national standards that help assure quality in the preparation of professional school personnel (e.g., teachers, principals, etc.). The organization is a coalition of over 30 constituent member organizations of teachers, teacher educators, policy makers, and school specialists who implement a peer review system of accreditation. Highlights of the current standards include increased emphasis on a shared base of professional knowledge, assessment of candidate performance, use of technology in the classroom, collaboration with preK-12 schools, and consideration of diversity issues in candidate recruitment and university faculty. NCATE accredits approximately 500 of the more than 1,200 institutions that offer teacher education, and NCATE-accredited institutions produce approximately two-thirds of new teacher graduates each year. NCATE has partnership agreements with over 40 states, so that institutions may seek professional accreditation while gaining state approval. The partnerships bring new rigor to the review of colleges of education by integrating state and national standards for teacher preparation.

* Media Contact

National Council of University Research Administrators

NCURA

One Dupont Circle, Suite 220
Washington, DC 20036
Telephone: (202) 466-3894
Fax: (202) 223-5573
E-mail: Info@ncura.edu
Web: http://www.ncura.edu

***Kathleen M. Larmett**
Executive Director

Tara E. Bishop
Assistant Executive Director

The National Council of University Research Administrators (NCURA), founded in 1959, is an organization of individuals primarily from colleges and universities with professional interest in the administration of sponsored programs. The purpose of the council is exclusively educational and its objectives, to be achieved through the education of its members, are to promote the development of more effective policies and procedures relative to the administration of sponsored programs, to assure the maximum potential in academic programs, to provide a forum for the exchange and dissemination of information and views of mutual concern, to promote the development of college and university research administration and the administration of other sponsored programs as a professional field, and to stimulate the personal and professional growth of its members. The 3,000-member council maintains a national office and support staff for the coordination of its activities. Member services include an annual meeting; regional meetings; training programs and workshops; publication of the NCURA Newsletter; an annual membership directory; a journal, *Research Management Review*; and other publications.

National Education Association

NEA

1201 16th St., NW
Washington, DC 20036-3290
Telephone: (202) 822-7200
Fax: (202) 822-7292
Web: http://www.nea.org

Bob Chase
President

Reg Weaver
Vice President

Dennis Van Roekel
Secretary-Treasurer

Don Cameron
Executive Director

***Kate Mattos**
Communications Director
kmattos@nea.org

Mary Elizabeth Teasley
Government Relations Director
mteasley@nea.org

The National Education Association (NEA) was founded in 1857 "to elevate the character and advance the interest of the profession of teaching and to promote the cause of education in the United States." NEA membership currently stands at 2.4 million. Members include elementary and secondary teachers, higher education faculty, educational support personnel, retired educators, and students preparing to become teachers. NEA is the nation's largest professional organization, as well as the largest employee organization. Unlike any other organization in the nation, NEA has members in every town, city, and congressional district. There are 52 state-level affiliates of NEA. These include the 50 state associations, the Federal Education Association, and the Asociation de Maestros de Puerto Rico. NEA has more than 13,250 local affiliates. NEA also represents faculty on nearly 400 higher education campuses, more than any other faculty bargaining representative.

The NEA representative assembly (RA) is the association's top policy-making body. It is also the world's largest democratic deliberative body—larger than the Democratic and Republican conventions combined. The assembly derives its power from, and is responsible to, the NEA membership. The four-day RA convenes during the week-long NEA annual meeting, which takes place at the end of June and early July. Between annual meetings, some 150 members of the NEA board of directors meet at least five times a year to adopt association policies. The number of board seats is determined by membership figures. The NEA board includes at least one director from each state affiliate, plus representatives of retired members, students, administrators, higher education faculty, and educational support staff. In addition, a nine-member NEA Executive Committee meets about 10 times a year to act on association policies between board meetings.

NEA's Center for Teaching and Learning is the nation's widest-reaching network for restructuring public schools. The aim of the center is to promote creative and effective renewal in education as a means of ensuring that every student in the United States is equipped with the knowledge, skills, and self-confidence it takes to compete successfully in today's world.

National Congress of Parents and Teachers

NATIONAL PTA

Headquarters
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
Telephone: (312) 670-6782, (800) 307-4782
Fax: (312) 670-6783
Email: info@pta.org
Web: http://www.pta.org

Office of Governmental Relations
1090 Vermont Avenue, Suite 1200
Washington, DC 20005
Telephone: (202) 289-6790, (888) 4-ALL-KDS
Fax: (202) 289-6791

Lois Jean White
President

Ginny Markell
President Elect

Sam Haywood
Treasurer

Pamela Grotz
Executive Director
p_grotz@pta.org

Maribeth Oakes
Legislative Director
m_oakes@pta.org

***Patricia Yoxall**
Public Relations Director
p_yoxall@pta.org

Vicki Loise
Meetings Director
v_loise@pta.org

Douglas Seibold
Editor, Our Children magazine
d_seibold@pta.org

The National PTA is the oldest and largest volunteer child advocacy organization in the United States. Founded in 1897, today its nearly 6.5 million members are parents, teachers, students, and other citizens eager to

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work on behalf of children nationwide. The organization prides itself on being noncommercial, nonsectarian, and nonpartisan. Its members serve as child advocates in schools, in the community, and before government agencies within every state, the District of Columbia, the U.S. Virgin Islands, and Department of Defense schools in Europe and the Pacific. The National PTA builds partnerships with other health, education, and child welfare organizations, both public and private, to develop national coalitions on children's issues.

Primary areas of the National PTA activities include strengthening and preserving public education; assuring child safety and protection; developing children's creativity through the Reflections arts in education project; helping parents increase their parenting skills and knowledge; encouraging traffic and bus safety; and establishing nationwide projects on smoking and health, television critical viewing, HIV/AIDS education, and environmental awareness. The organization also produces programs, publications, and training to help state and local PTAs encourage parents and families to become involved in their children's lives. Through its volunteer leadership, the National PTA has been instrumental in many important measures: securing child labor laws, the Pure Food Bill, the U.S. Children's Bureau, and the National Defense Education Act; establishing a juvenile justice system; and making parent involvement a national goal in the Goals 2000: Education America Act, to name a few.

*** Media Contact**

National School Boards Association

NSBA

1680 Duke St.
Alexandria, VA 22314
Telephone: (703) 838-6722
Fax: (703) 683-7590
Web: http://www.nsba.org

Anne L. Bryant
Executive Director

Harold P. Seamon
Deputy Executive Director

Joseph A. Villani
Associate Executive Director for Federation Member Services and Outreach

***John E. Butler**
Director of Public Relations
jbutler@nsba.org

Donald E. Blom
Associate Executive Director, Constituent Services, Publications and Marketing

Susan P. Merry
Associate Executive Director for Finance, Technology, and Management

Michael A. Resnick
Associate Executive Director for Advocacy and Issues Management

Julie Underwood
General Counsel

The National School Boards Association (NSBA) is the nationwide advocacy organization for public school governance. NSBA's mission is to foster excellence and equity in public elementary and secondary education in the United States through local school board leadership. NSBA achieves its mission by amplifying the influence of school boards across the country in all public forums relevant to federal and national education issues, by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to federation members and school boards throughout the nation.

NSBA advocates local school boards as the ultimate expression of the unique American institution of representative governance of public school districts. NSBA supports the capacity of each school board—acting on behalf of and in close concert with the people of its community—to envision the future of education in its community, to establish a structure and environment that allow all students to reach their maximum potential, to provide accountability for the people of its community on performance in the schools, and to serve as the key community advocate for children and youth and their public schools.

Founded in 1940, NSBA is a nonprofit federation of state associations of school boards across the United States and the school boards of the District of Columbia, Guam, Hawaii, Puerto Rico, and the U.S. Virgin Islands. NSBA represents the nation's 95,000 school board members. These board members govern 15,173 local school districts that serve more than 40 million public school students—approximately 90 percent of all elementary and secondary school students in the nation. Nearly all school board members are elected; the remainder are appointed by elected officials. NSBA policy is determined by a 150-member delegate assembly of local school board members from throughout the nation. The 24-member board of directors translates this policy into action. Programs and services are administered by the NSBA executive director, assisted by a professional staff. NSBA is located in metropolitan Washington, DC.

NAWE: Advancing Women in Higher Education

1325 18th St., NW, Suite 210
Washington, DC 20036-6511
Telephone: (202) 659-9330
Fax: (202) 457-0946
Web: http://www.nawe.org

***Lynn M. Gangone**
Executive Director
lgangone@nawe.org

Doug Mitchell
Director of Operations
mitchell@nawe.org

Founded in 1916, NAWE: Advancing Women in Higher Education is a nonprofit membership association dedicated to the advancement of women in higher education and related fields. The mission of NAWE is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow. NAWE membership includes administrators, faculty, and students from all sectors, plus leaders from associations, business, and government agencies.

Programs and services include leadership development training for entry- to mid-level women; international, national, regional, and state professional conferences; an annual national conference for college women student leaders; graduate research awards; employment information services; and liaison with U.S. government agencies, other educational associations, and women's organizations. NAWE publishes *Initiatives*, its quarterly, award-winning journal; *About Women on Campus*, a quarterly news and placement publication; *NAWE News*, the NAWE member newsletter; and an annual directory of its members. NAWE is the publisher and distributor of *The Chilly Classroom Climate: A Guide to Improve the Education of Women*, co-authored by NAWE Senior Scholar-in-Residence Dr. Bernice Resnick Sandler. The 1999 national conference will be February 24-27 in Denver. The international conference for Women in Higher Education occurs annually in the first week of January. The Institute for Emerging Women Leaders is held annually in November.

United States Student Association

USSA

1413 K St., NW, 9th Floor
Washington, DC 20005
Telephone: (202) 347-8772
Fax: (202) 393-5886
Web: http://www.essential.org/ussa

Anthony Samu
President
Ussaprez@essential.org

Kendra Fox-Davis
Vice President
Ussavp@essential.org

Jennifer Lin
Student of Color Strategy and Policy Department Director
Ussasocd@essential.org

Jamie Pueschel
Legislative Director
Ussaleg@essential.org

***Jon Isaacs**
Organizing Director/Grassroots Organizing Weekends Coordinator
Ussafdir@essential.org

The United States Student Association (USSA), the nation's oldest and largest student organization, represents millions of students across the country and advocates for all students. By training, strategically organizing, mobilizing, and educating students from all backgrounds—particularly those that have been underrepresented—USSA works to reveal the links between educational access and the socio-economic inequalities of our society. USSA tracks and lobbies for federal legislation and policy, and empowers students to participate in the political process through testimony in congressional hearings, letter-writing campaigns, and face-to-face lobby visits with elected officials. USSA also organizes students to win concrete victories on their campuses, such as expanding recruitment and retention programs, and improving campus safety initiatives.

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University Continuing Education Association

UCEA

One Dupont Circle, Suite 615
Washington, DC 20036
Telephone: (202) 659-3130
Fax: (202) 785-0374
Web: http://www.nucea.edu

Kay J. Kohl
Executive Director

John W. Hager
Director of Administration

***Phillip Robinson**
Director of Governmental Relations and Programs

K. Cyrus Homayounpour
Director of Membership

Joelle Brink
Director of Information Systems

Susan Goewey Carey
Director of Publications

Carol Davidson
Director of Conferences

Founded in 1915, the University Continuing Education Association serves as the principal U.S. organization for continuing higher education. UCEA supports, promotes, and enhances continuous and distributed learning by providing professional development programs, research, communications, and public relations on behalf of its members. UCEA provides timely information and analyses via electronic and printed media including *In Focus*; the *Continuing Higher Education Review*; the *UCEA/ACE Oryx Continuing Higher Education* series; the *Independent Study Catalog, A Guide to Distance Learning Programs*; occasional papers on organizational issues and marketing strategies; and its Lifelong Learning Trends. UCEA seeks to exemplify its commitment to ethnic, cultural, and general diversity and fairness in all its activities, both public and private. As a recognized leader in workforce development issues, UCEA annually sponsors a national forum on the subject.

Women's College Coalition

WCC

125 Michigan Ave., NE
Suite 340
Washington, DC 20017
Telephone: (202) 234-0443
Fax: (202) 234-0445
Web: http://www.womenscolleges.org

Jadwiga S. Sebrechts
President
jss@trinitydc.edu

***Kate B. Metzger**
Office of Communications
kbm@trinitydc.edu

Catherine Mickey
Administrative Assistant
mickeyc@trinitydc.edu

Founded in 1972 as a project of the Association of American Colleges, the WCC represents the 79 women's colleges in the United States and Canada. Its current membership is 66 colleges, including independent and church-related two-year and four-year colleges. The WCC makes the case for single-sex education for women to the higher education community, to policy makers, to the media, and to the general public. Additionally, the WCC collects and disseminates information, and sponsors research in areas relating to the education of women and to gender equity in higher education. Other priorities for WCC members are the issues of retention and recruitment of women to math, science, and engineering; and the development of women's leadership in society.

*** Media Contact**

Telephone Directory

AAACE	American Association for Adult and Continuing Education	(202) 429-5131
AACC	American Association of Community Colleges	(202) 728-0200
AACN	American Association of Colleges of Nursing	(202) 463-6930
AACRAO	American Association of Collegiate Registrars and Admissions Officers	(202) 293-9161
AACTE	American Association of Colleges for Teacher Education	(202) 293-2450
AAC&U	Association of American Colleges and Universities	(202) 387-3760
AADS	American Association of Dental Schools	(202) 667-9433
AAHE	American Association for Higher Education	(202) 293-6440
AALS	Association of American Law Schools	(202) 296-8851
AAMC	Association of American Medical Colleges	(202) 828-0400
AASA	American Association of School Administrators	(703) 528-0700
AASCU	American Association of State Colleges and Universities	(202) 293-7070
AAU	Association of American Universities	(202) 408-7500
AAUP	American Association of University Professors	(202) 737-5900
AAUW	American Association of University Women	(202) 785-7700
ACCT	Association of Community College Trustees	(202) 775-4667
ACCU	Association of Catholic Colleges and Universities	(202) 457-0650
ACE	American Council on Education	(202) 939-9300
ACE/LIS	American Council on Education Library and Information Service	(202) 939-9405
ACPA	American College Personnel Association	(202) 835-2272
ACSUS	Association for Canadian Studies in the United States	(202) 393-2580
ACT, Inc.		(202) 223-2318
AFT	American Federation of Teachers	(202) 879-4400
AGB	Association of Governing Boards of Universities and Colleges	(202) 296-8400
AHC	Association of Academic Health Centers	(202) 265-9600
AJCU	Association of Jesuit Colleges and Universities	(202) 862-9893
APPA	The Association of Higher Education Facilities Officers	(703) 684-1446
ASCD	Association for Supervision and Curriculum Development	(703) 578-9600

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Telephone Directory

ASEE	American Society for Engineering Education	(202) 331-3500
CAPE	Council for American Private Education	(301) 916-8460
CASE	Council for Advancement and Support of Education	(202) 328-5900
CCA	Career College Association	(202) 336-6700
CCCU	Coalition for Christian Colleges & Universities	(202) 546-8713
CCSSO	Council of Chief State School Officers	(202) 408-5505
CGS	Council of Graduate Schools	(202) 223-3791
CHEA	Council for Higher Education Accreditation	(202) 955-6126
CIC	Council of Independent Colleges	(202) 466-7230
CIES	Council for International Exchange of Scholars	(202) 686-4000
CLIR	Council on Library and Information Resources	(202) 939-4750
COGR	Council on Governmental Relations	(202) 289-6655
COHEAO	Coalition of Higher Education Assistance Organizations	(202) 289-3910
	The College Board	(212) 713-8000
CUPA	College and University Personnel Association	(202) 429-0311
ERIC/HE	Educational Resources Information Center Clearinghouse on Higher Education	(800) 773-3742 (202) 296-2597
ERIC/SP	Educational Resources Information Center Clearinghouse on Teaching and Teacher Education	(800) 822-9229 (202) 293-2450
ETS	Educational Testing Services	(202) 659-0616
HACU	Hispanic Association of Colleges and Universities	(202) 833-8361
IEL	Institute for Educational Leadership	(202) 822-8405
NACAC	National Association for College Admission Counseling	(703) 836-2222
NACUA	National Association of College and University Attorneys	(202) 833-8390
NACUBO	National Association of College and University Business Officers	(202) 861-2500
NAESP	National Association of Elementary School Principals	(703) 684-3345
NAFEO	National Association for Equal Opportunity in Higher Education	(301) 650-2440

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Telephone Directory

NAFSA	Association for International Educators	(202) 462-4811
NAICU	National Association of Independent Colleges and Universities	(202) 785-8866
NAIS	National Association of Independent Schools	(202) 973-9700
NASBE	National Association of State Boards of Education	(703) 684-4000
NASFAA	National Association of Student Financial Aid Administrators	(202) 785-0453
NASPA	National Association of Student Personnel Administrators	(202) 265-7500
NASSP	National Association of Secondary School Principals	(703) 860-0200
NASULGC	National Association of State Universities and Land-Grant Colleges	(202) 478-6040
	National Center for Public Policy and Higher Education	(202) 822-6720
National PTA	National Parent Teacher Association	(800) 307-4782 (202) 289-6790
NAWE	Advancing Women in Higher Education	(202) 659-9330
NCAA	National Collegiate Athletic Association	(202) 293-3050
NCATE	National Council for Accreditation of Teacher Education	(202) 466-7496
NCEE	National Center on Education and the Economy	(202) 783-3668
NCURA	National Council of University Research Administrators	(202) 466-3894
NEA	National Education Association	(202) 822-7200
NSBA	National School Boards Association	(703) 838-6722
UCEA	University Continuing Education Association	(202) 659-3130
USSA	United States Student Association	(202) 347-8772
WCC	Women's College Coalition	(202) 234-0443

World Wide Web Addresses

Depending on your Web browser, you may need to precede each address with http://.

AACC	American Association of Community Colleges	www.aacc.nche.edu
AACN	American Association of Colleges of Nursing	www.aacn.nche.edu
AACRAO	American Association of Collegiate Registrars and Admissions Officers	www.aacrao.com
AACTE	American Association of Colleges for Teacher Education	www.aacte.org
AADS	American Association of Dental Schools	www.aads.jhu.edu
AAHE	American Association for Higher Education	www.aahe.org
AALS	Association of American Law Schools	www.aals.org
AAMC	Association of American Medical Colleges	www.aamc.org
AAU	Association of American Universities	www.tulane.edu/~aau/
AAUP	American Association of University Professors	www.aaup.org
AAUW	American Association of University Women	www.aauw.org
ACCT	Association of Community College Trustees	www.crols.com/acct
ACE	American Council on Education	www.acenet.edu
ACPA	American College Personnel Association	www.acpa.nche.edu
ACSUS	Association for Canadian Studies in the United States	www.canada-acsus.plattsburgh.edu
ACT, Inc.		www.act.org
AFT	American Federation of Teachers	www.aft.org
AJCU	Association of Jesuit Colleges and Universities	www.ajcunjet.edu
APPA	The Association of Higher Education Facilities Officers	www.appa.org
ASCD	Association for Supervision and Curriculum Development	www.ascd.org
ASEE	American Society for Engineering Education	www.asee.org
CASE	Council for Advancement and Support of Education	www.case.org
CCA	Career College Association	www.career.org
CCCU	Coalition for Christian Colleges & Universities	www.cccu.org
CCSSO	Council of Chief State School Officers	www.ccsso.org
CGS	Council of Graduate Schools	www.cgsnet.org
CIC	Council of Independent Colleges	www.cic.edu
CIES	Council for International Exchange of Scholars	www.cies.org

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World Wide Web Addresses

CLIR	Council on Library and Information Resources	www.clir.org
COHEAO	Coalition of Higher Education Assistance Organizations	www.coheao.com
The College Board		www.collegeboard.org
CUPA	College and University Personnel Association	www.cupa.org
ERIC/SP	Educational Resources Information Center Clearinghouse on Teaching and Teacher Education	www.ericsp.org
IEL	Institute for Educational Leadership	www.iel.org
NACAC	National Association of College Admission Counselors	www.nacac.com
NACUA	National Association of College and University Attorneys	www.nacua.org
NACUBO	National Association of College and University Business Officers	www.nacubo.org
NAESP	National Association of Elementary School Principals	www.naesp.org
NAFSA	Association of International Educators	www.nafsa.org
NAIS	National Association of Independent Schools	www.nais-schools.org
NASBE	National Association of State Boards of Education	www.nasbe.org
NASFAA	National Association of Student Financial Aid Administrators	www.nasfaa.org
NASPA	National Association of Student Personnel Administrators	www.naspa.org
NASSP	National Association of Secondary School Principals	www.nassp.org
	National Center for Public Policy and Higher Education	www.highereducation.org
National PTA	National Parent Teacher Association	www.pta.org
NAWE	Advancing Women in Higher Education	www.nawe.org
NCAA	National Collegiate Athletic Association	ncaa.org
NCATE	National Council for Accreditation of Teacher Education	www.ncate.org
NCEE	National Center on Education and the Economy	www.ncee.org
NCURA	National Council of University Research Administrators	www.ncura.edu
NEA	National Education Association	www.nea.org

World Wide Web Addresses

NSBA	National School Boards Association	www.nsba.org
UCEA	University Continuing Education Association	www.nucea.edu
USSA	United States Student Association	www.essential.org/ussa
WCC	Women's College Coalition	www.womenscolleges.org

Topics

Academic Administration
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CAPHE
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NAESP
NAICU
NAIS
NASSP
NAWE
UCEA

Academic Affairs
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NASULGC

Academic Freedom
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USSA

Academic Health Center Management/ Health Care Services
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AADS
AAMC
ACPA
AHC
CUPA
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Accreditation
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Alumni Relations
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NCEE

Associate Degrees/ Community and Junior Colleges/ Two-year Colleges
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ACCTA
ACE
ACPA
ACT, Inc.
AGB
ASCD
ASEE
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NACUBO
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NAFSA
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ACT, Inc
NAIS
NCAA

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NSBA
UCEA

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AAU
AHC
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NAIS
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ACT, Inc.
AHC
ASCD
NAESP
NASSP
NCEE
UCEA

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NASSP
USSA

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CAPE
NAESP
NAIS
USSA

College/ University Attorneys
NACUA

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CASE

College/ University Personnel
AADS
ACPA
CUPA

BEST COPY AVAILABLE

College/ University Registrars
AACRAO
ACPA
ACT

Constitutional Questions, Church and State
CAPE
NAICU
NASSP
NSBA

Continuing Education
AAACE
AACC
AADS
AAMC
AASCU
ACE
ACT, Inc.
AHC
ASEE
The College Board
NAESP
NASULGC
NAWE
UCEA

Curriculum
AACN
AACTE
AAC&U
AADS
AAHE
AALS
AAMC
AASCU
AAUW
AHC
ASCD
CAPE
CAPHE
CIC
The College Board
NAESP
NAIS
NASBE
National PTA
NAWE
NCEE
NSBA
USSA

Disabled Students
AACC
AACTE
AALS
AAMC
AASCU
ACE
ACPA
ASCD
CAPE
CUPA
ETS
NACUA
NAESP
NAIS
NASBE
NASPA
NASSP
NAWE
USSA

Economic Development
AACC
ACE
UCEA

Employment Education/ Job Training
AACC
AASCU
ACE
ACT, Inc.
ASCD
CCA
CUPA
NCEE
UCEA

Energy Conservation/ Environmental Safety and Health
ACE
APPA
CAPE
CUPA
NAIS
USSA

Engineering Education
ACT, Inc.
NASULGC
UCEA

Enrollment Management
AACN
AACRAO
ACPA
ACT, Inc.
CAPHE
The College Board
NACAC
NAIS
NASPA

Ethics
AALS
AAMC
AAUP
ACE
ACPA
AGB
AHC
CAPE
CASE
CIC
CUPA
NACAC
NAFSA
NAIS
NASSP
NASULGC

Expenses for College (for Parents and Students)
ACE
ACPA
ACT, Inc.
CAPHE
CASE
The College Board
NACAC
NAICU
USSA

Facilities Management
ACPA
APPA
NAESP
NAIS
NAWE

Faculty Issues
AAC&U
AACN
AAHE
AAMC
AASCU
AAUP
ACE
AHC
CAPE
CAPHE
CIC
The College Board
CUPA
NACUA
NAIS
NEA
USSA

Faculty Salaries
AACN
AALS
AAMC
AASCU
AAUP
ACE
CCCU
CUPA
NAIS
NAWE
NEA

Federal Budget
AACN
AACTE
AAMC
AASCU
AAU
ACCT
ACE
ASEE
CAPE
CCCU
NAICU
NASBE
NASSP
NASULGC
NSBA
USSA

Federal Grants
AACC
AACN
AASCU
AAU
ACPA
ACT, Inc.
AHC
ASEE
CAPE
CCA
COGR
The College Board
NAFSA
NASULGC
NSBA
USSA

Federal Relations/ Nonprofit Postal Rates
AAACE
AACC
AACN
AACTE
AASCU
ACCT
ACE
ACT, Inc.
ASEE
CAPE
CASE
CCCU
The College Board
CUPA
NAESP
NAFSA
NAIS
NASBE
NASSP
NASULGC
NCAA
NSBA
UCEA
USSA

Federal-State Coordination
AAACE
AACTE
AASCU
AAUP
ACE
ACPA
ACT, Inc.
AHC
ASCD
CAPE
CCCU
CCSSO
The College Board
NAESP
NASSP
NASULGC
NSBA

Finances of Colleges/ Universities
AACN
AASCU
AAU
ACE
AHC
CAPHE
The College Board
NACUBO

Finances of K-12 Schools
AACTE
ASCD
CAPE
CCSSO
NAIS
NASBE

Financial Aid
AACC
AACN
AACRAO
AASCU
AAUW
ACE
ACPA
ACT, Inc.
AHC
CCA
COHEAO
The College Board
NACAC
NAIS
NASFAA
NEA
UCEA
USSA

Foreign Student Concerns
AACC
ACE
ACPA
The College Board
NAFSA
NAIS
USSA

Foreign Teaching Assistants
AAU
ACE
CUPA
NAFSA
USSA

Foundations/ Philanthropy
AGB
CAPE
CAPHE
CASE
NAIS

Fulbright Scholar Program
AASCU
ACE
CIES
NAFSA
NAIS

Fund Raising
AALS
ACE
AGB
CAPE
CASE
National PTA

Gender Issues/ Women in Higher Education
AACRAO
AACTE
AAC&U
AALS
AASCU
AAUP
AAUW
ACE
ACPA
ACT
AGB
AHC
CAPE
The College Board
CUPA
NAICU
NAIS
NASPA
NAWE
NCAA
NSBA
USSA
WCC

Governance
AACTE
AADS
AALS

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AASCU
AAUP
ACCT
ACE
AGB
AHC
ASCD
CAPE
CAPHE
IEL
NAIS
NASBE
NASSP
NSBA
USSA

Governing Boards/ Trustees
AASCU
ACCT
ACE
AGB
CAPE
CCCU
NAIS
NASSP
NSBA

Government Relations
AAACE
AACC
AACN
AACTE
AADS
AALS
AASCU
AAUP
ACCT
ACE
AGB
ASEE
CAPE
CASE
CCCU
The College Board
CUPA
ETS
NACUBO
NAFEO
NAFSA
NAICU
NAIS
NASSP
NCAA
NSBA
UCEA
USSA

Graduate Schools
AACN
AACRAO
AAU
ACE
ACPA
AHC
CGS
NAFEO
NASULGC
USSA

Hazardous Waste Management
ACE
APPA
NAIS

Health Education
AACN
AADS
AASCU
ACPA
AHC
ERIC/SP
NAFEO
NAIS
NASBE

Historically Black Colleges/ Universities
AACTE
AASCU
ACE
ACPA
AGB
CAPHE
CIC
CUPA
NACAC
NAFEO
NAFSA
NCATE
USSA

Humanities
AACC
AALS
ACE
CAPE
UCEA

Independent Colleges/ Universities
AACRAO
ACE
ACPA
AGB
AJCU
CASE
CAPHE
CCA
CIC
CUPA
NACAC
NACUA
NAICU
USSA

Information Clearinghouse
AACTE
AALS
AASCU
ACE
ACT, Inc.
AGB
ASEE
CAPE
CASE
CCCU
ERIC/HE
ERIC/SP
ETS
NAESP
NAIS
NASSP
NAWE
NCAA
UCEA

Institutional Data
AACN
AACTE
AADS
AALS
ACPA
ACT, Inc.
AHC
ASEE
CAPE
CAPHE
NAIS

International Education
AACC
AACTE
AALS
AASCU
ACE
ACSUS
ASCD
CAPE
CASE
CIC
The College Board
NAFSA
NASSP
USSA

International Exchange of Scholars
AASCU
ACE
ACSUS
CIES
CUPA
NAFSA
USSA

K-12/ College Partnerships
AACN
AACTE
AAHE
AASCU
ACE
ACT, Inc.
APPA
CAPE
CAPHE
CIC
The College Board
ERIC/SP
NCATE
UCEA

K-12 Education
AASA
AFT
CAPE
CASE
CCSSO
IEL
NAESP
NAIS
NASBE
NASSP
National PTA
NEA
NSBA

Labor Issues
AAUP
ACE
AFT
CUPA
NAIS
NEA
USSA

Land-Grant Colleges/ Universities
ACE
ACPA
AGB
CASE
NACAC
NAFEO
NASULGC
USSA

Law Schools
AALS
AGB
USSA

Legal Issues
AACRAO
AADS
AAUP
AAUW
ACE
ACPA
AGB
CAPE
CUPA
NACUA
NAESP
NAIS
NASSP
NASULGC
National PTA
NSBA

Legislation
AAACE
AACC
AACN
AACTE
AASCU
ACCT
ACE
AHC
CAPE
CASE
CCCU
The College Board
CUPA
ETS
NAFEO
NAIS
NASSP
NASULGC
NCAA
NSBA
UCEA
USSA

Management Improvement
AASCU
ACE
AGB
APPA
CIC
NACUBO
NAESP
NAIS
NSBA

Marketing
ACPA
CASE
CAPHE
NACAC
NAIS
NASSP
UCEA

Medical Colleges
AGB
AHC
NASULGC

Nursing Education
AACN
ACT, Inc.
AGB
AHC

Private Colleges/ Universities
AACC
AACN
AACRAO
AAC&U
ACE
ACPA
AGB
AHC
AJCU
CAPHE
CASE
CIC
CUPA
NACAC
NACUA
NACUBO
NAFEO
NAICU
USSA

Public Colleges/ Universities
AACC
AACN
AACRAO
AAC&U
AASCU
ACE
ACPA
AGB
AHC
CASE
CUPA
NACAC
NACUA
NACUBO
NAFEO
NASULGC
USSA

Public Service/ Volunteerism
AACC
ACE
ACPA
AGB
AHC
ASCD
CAPE
CASE
CIC
NASPA
NASSP
National PTA
NAWE
UCEA
USSA

Publications/ Public Relations
AACC
AAMC

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AASCU
ACE
CASE
CUPA
NASULGC

Research Issues
AACN
AACTE
AALS
AASCU
AAU
ASEE
COGR
The College Board
NAFEO
NAWE
NCURA

State Relations
AACC
AACTE
AASCU
AGB
ASCD
CAPE
CASE
CCSSO
CUPA
NASULGC
National PTA
NCAA
NCATE
NSBA

Student Loans
AACN
AALS
AASCU
ACE
ACPA
ACT, Inc.
AHC
CCA
The College Board
NACAC
NASULGC
USSA

Student Services/ Counseling
AACRAO
AADS
AALS
ACPA
ACT, Inc.
NACAC
NAESP
NASPA
NAWE

Tax Issues
ACE
AGB
CAPE
CASE
CUPA
NACUA
NACUBO
NAICU
NAIS
NASULGC
NSBA
UCEA

Teacher Education
AACTE
AASCU
AAUW
ACE
ASCD
CAPE
CAPHE
CIC
ERIC/SP
NASBE
NASSP
NCATE
NCEE
NEA
NSBA
UCEA

Teaching/ Research Abroad
AALS
AASCU
ACE
CIC
CIES
CUPA
NAFSA

Technical Education
AACC
AASCU
ACE
ASCD
CCA
NSBA

Technology
AACC
AACTE
AALS
AAU
ASCD
ASEE
CAPE
COGR
NASSP
NCATE
NEA

Telecommunications in Education
AAACE
AACC
AASCU
ACE
ACPA
AHC
ASCD
ASEE
CAPE
NAESP
NAIS
NASULGC
UCEA

Tenure
AADS
AALS
AASCU
AAUP
ACE
AGB
AHC
CASE
CUPA
NACUA
USSA

Testing
ACE
ACT, Inc.
ASCD
CAPE
The College Board
CUPA
ETS
NACAC
NAIS
NASSP
NSBA

Town/ Gown Relations
ACE
ACPA
AHC
NACUA
NAESP
NAIS
NASSP
UCEA

Tuition/ Tuition Tax Credits
AALS
AASCU
ACCTE
ACE
ACPA
ASCD
CAPE
CAPHE
The College Board
CUPA
NACAC
NAIS
NASULGC
NSBA
USSA

Urban Universities
AASCU
ACE
AGB
CIC
NACAC
NASULGC
USSA

Veterans
AACRAO
ACE
CUPA
UCEA

Vocational Education
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Workforce Development
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COUNCIL FOR ADVANCEMENT
AND SUPPORT OF EDUCATION

1307 New York Avenue, NW
Suite 1000
Washington, DC 20005-4701

www.case.org

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